~ TROM ~

THE RESOLUTION OF MIND

A Chronological Collection of Dennis H. Stephens'
Written and Spoken Technical Materials
from February, 1978 to November, 1994

September 2021 (rev 6 - 2024)

Table of Contents

Introduction....9
Welcome,....10
Message From Greg Pickering....12
Table of Known TROM Materials....14
The Resolution of Mind....16
February, 1978....16
Introduction....18
Theory....19
Practical....40
Addendum #1 – Sept' 1979....70
September, 1979....70
First Addendum to Theory Section....71
Basic Code of Ethics / Code of the Ethical Being....82
Finale....83
Addendum #2 – Sept' 1979....84
September 1979....84
Second Addendum to Theory Section....85
Addendum #3 – Sept' 1979....110
September, 1979....110
Acknowledgements....111
First Addendum to Practical Section....112
Addendum #4 – Sept' 1992....134
September, 1992....134
Final Addendum to Theory and Practical Sections....135
Level 5 : Tape 1 – The Unstacking Procedure....137
3rd November, 1992....137
Some Scientology History....137
The Universe in which we Live only Consists of Life and Postulates....142
Constructing the Goals Packages....144
Listing....147
'To Know' Complements 'To be Known'....148
Saint Hill Special Briefing Course Repair....149
Where Does all the Mass Come From?....149
Sensations....151
Proof the 'To Know' Goals Package is Basic to all Goals Packages....155
Unstacking Procedure, Evaluation....157
Cross-Package....160
Erasable Goals Packages....163
Anatomy of the Mass in the Universe....164
Level 5 : Tape 2 – Dissociation....166
12th January, 1993....166
No Such Thing as Entities....168
Dissociation....169
The Haunted Mind Theory....170
The Hidden Influence....171
Anything Influencing Your Mind You Can Communicate With....171
Communication Theory....171
The Anatomy of Dissociation....173
After Level 5 : Tape 1 – Level 2 After Level 5, Part A....191
21st March, 1993....191
Relationships....192
Definitions....193
Bonding Postulates....194
Double Bonding....205
Practical....210
Level 6 Therapy Example....213
Test for 'if A then B' Postulate....216
Level 5: Tape 3 – The Exclusion Postulate....218
20th April, 1993....218
All Postulates Limit the Possible and Thereby Define the Reasonable....219
All Games Must Be Unreasonable....223
The Class of the Knowable....224

Two Futile Activities in this Universe....226
The Dictum of Aristotle and Postulates....229
Identifications in Compulsive Games Play....234
Identification and Dianetics....236
Exclusion Postulate....239
Troubleshooting Level 5....243
Level 5 : Tape 4 – Expanding on Level 5....246
6th May, 1993....246
Ionisation Test....247
Junior Goals Packages....253
Bodily Goals Packages....253
History of Sex in the Universe....256
The English Word Sex....258
The Sex Game....259
Running the 'To Sex' Goals Package....269
Level 5C : Tape 5 – To Sex Goals Package....271
28th May, 1993....271
The 'To Sex' Goals Package....271
Sexuality and Sexual Reproduction....275
Male and Female Logical Sets....279
Sexual Ionisation of Body Parts....283
Gender Symbols....290
Level 5C : Tape 6 – [Missing] About Bubbles....293
Level 5C : Tape 7 – Three Loose Ends....294
7th July, 1994....294
Bubbles Revisited....294
Additional Data on Sex....299
Identity and Purposes, Entities....304
After Level 5 : [Missing] Level 2 After Level 5, Part A?....309
After Level 5 : Tape 2 – Level 2 After Level 5, Part B....310
3rd January, 1994....310
The Best Way to Run the Process....310
RI....314
Running Assists with TROM After Level 5....315
Rules for Level 2 After Level 5....316
Theory Material....320
Why it's Called Level 2 After Level 5....324
Articles : Tape 1 – Level 2 of TROM....325
4th January, 1994 (unconfirmed)....325
Differences....325
Similarities....329
Any Two Things are Both Different and Similar....329
Articles : Tape 2 – The Development of TROM....332
18th January, 1994....332
Articles : Tape 3 – The Creation of TROM....336
18th January, 1994(?)....336
Natural Auditors....337
Questioning Everything....337
Taking Over of Mind's Automaticity....338
Stability In TROM....339
Spotting the Truth....340
Getting Started....340
Level 5C : Tape 8 – Bonding (Relationships)....341
21st February, 1994....341
Relationships....341
Logic....343
Bonding Relationship Postulate....347
A Postulate Set....350
Bonding....353
Sufficiency and Necessity....356
Logical Tautology....358
Double Bonding....358
Bonding Test....362
Make the Double Bind the subject of the Goals Package at 5C....363
Level 5C : Tape 9 – Overts....365

23rd March, 1994 ... 365
The Innocuous Question ... 367
Running the Process ... 368
Level 5C : Tape 10 – Erasability of Junior Universes ... 373
6th April, 1994 ... 373
Level 5 : Tape 11 – The Philosophy of TROM ... 379
6th April, 1994 ... 379
Two Types of Games Player ... 384
Upper Level : Tape 0 – The Loop ... 392
6th April, 1994 ... 392
The Possible, The Impossible and the Postulate ... 392
Level 5C : Tape 12 – The Game Strategy ... 395
10th May, 1994 ... 395
The Two Methods to Win Games ... 395
Game Strategy Defined ... 396
Running Solo ... 403
Therapy for GS's ... 404
Level 5C : Tape 13 – The Compulsion to Move ... 407
10th May, 1994 ... 407
Zugzwang ... 407
Game Loss is Inevitable ... 410
Zugzwang Defined ... 412
Upper Level : Tape 1 – Insanity Point, Part 1 ... 417
30th June, 1994 ... 417
Sanity Defined ... 417
Reason ... 418
A Thing Cannot Both Exist and Not Exist Simultaneously ... 419
Insanity Defined ... 421
Boolean Algebra ... 425
How Insanity Comes About ... 429
Cross-packaging ... 430
Insanity Classes ... 431
Limitations on the Game Class Set ... 432
IP Defined ... 436
Mocking up Insanity ... 436
Deductions from X(1-X)=1 ... 437
Fear of Insanity ... 439
IP and the Goals Package ... 441
Non-Compulsive Games Play ... 442
Compulsive Games Play ... 443
Single Game Class ... 444
Insanity ... 444
Upper Level : Tape 2 – Insanity Point, Part 2 ... 446
3rd July, 1994 ... 446
Twin IP's… TIPS ... 448
Four Characteristics of the IP State ... 448
Characteristics Necessary and Sufficient to Define the IP State ... 451
Compulsive Games State ... 455
IP State ... 456
Double Bondings ... 457
The Sanity Loop ... 458
The Insanity Loop ... 459
Brain Damaged Persons and Insanity ... 461
CCH's (Control Communication Havingness) ... 463
Case State after Insanity ... 465
Becoming Aware of the Structure of Insanity ... 466
Articles : Tape 4 – The Conditions of Life ... 468
16th July, 1994 ... 468
The No-Game Condition ... 468
The Voluntary or Non-Compulsive Game Condition ... 469
The Compulsive Games Condition ... 471
The Insanity Condition ... 472
Summary ... 473
Upper Level : Tape 3 – Sensations, Part 1 ... 475
27th July, 1994 ... 475
Sensation Defined ... 475

The Anatomy of Sensation....479
Postulates are Mass....479
The Illusion is the Mass....480
Boundary Conditions....481
TIP's....482
Complementary Postulates Attract and Cancel Each Other Out....484
TIPM....485
Flows, Dispersals and Ridges....487
Sequence of Events when Moving the Barrier....488
Overwhelm....490
Insanity or Overwhelm?....492
The Anatomy of Confusion and Dispersal....496
Four Qualities of the Twin Insanity Point Mass (TIPM)....497
Upper Level : Tape 4 – Sensations, Part 2....498
28th July, 1994....498
TIPM is Mass in this Universe....499
Where the Mass Came From....500
Axiom 11....501
TIPM is Sensation and Condenses into Mass....502
If You're in this Universe You've got Two Choices....502
The E-Meter....504
Verifying Level 3 Completion....513
Address the General before the Particular....515
More on the E-Meter....516
Level 5 (IP)....518
Upper Level : Tape 5 – Postulates, Self and the Obsessive IP....521
1st August, 1994....521
Winning the Game....522
Losing the Game....522
The General Law of Game Sensation....523
To Eat Goals Package....525
Plants Play the 'Must Not be Eaten' Game....526
Must be Killed / Mustn't be Killed IP....528
To Sex....529
Level 5 : Tape 14 – The Surprise Game....535
16th August, 1994....535
The Surprise Game....537
Surprise and Not Know....538
Basic-Basic Solo Games....539
The Playmate....541
Liability in the Surprise Game....543
Voices in their Head....544
Level 5 : Tape 15 – Delusions....546
16th August, 1994....546
Humour and Laughter....547
Comedian....548
Level 5D : Tape 16 – Alternate Bond Breaking....550
1st September, 1994....550
A Faster Method of Erasing Bondings....550
Level 5D Alternate Bond Breaking....551
Level 5D Fundamentals....552
Breaking a Bonding....558
Final Step on 5D....561
5D Repair....562
Single Word Classes....564
Level 5B : Tape 17 – Goals Package Construction....565
7th September, 1994....565
Rule 1: Goals Cannot Oppose the 'To Know' Goal....565
Rule 2: Ionisation....566
Rule 3: Single Word Goals....566
Rule 4: Suffixes....567
Cause and Effect Words....569
Rule 5: Not Within Games Goals....571
Level 5 : Tape 18 – Vengeance....573
26th September, 1994....573
Stimulus Response Mechanism....574
Vengeance Defined....574

Vengeance Goals Packages....577
Non-Life Goals Packages....578
Vengeance Goes on Forever....579
Level 5 : Tape 19 – Independence Lecture....581
8th November, 1994....581
Bonding and Independence....581
Level 5 : Tape 20 – A Tape of TROM's Level 5....584
10th November, 1994....584
Timebreak a Body Sensation....585
Establishing a Space in Which to Work....588
Opponent's Postulate Won't Move....592
Importance of RI....594
Don't Abandon the 'To Know' Goals Package too Soon....594
Dropping Back a Level....595
Self-determined and Pan-determined Postulates....595
Articles : Tape 5 – The Supermarket Paradox....598
Unknown Date....598
There Are No Paradoxes....598
Death of Dennis H. Stephens....603
15th December, 1994....603
Further Information....604
Active Forum....604
YouTube for Audio Recordings....604
Other Storage Locations – Audio and Text....604
A TROM Glossary....605
September, 2021....605
8C (TR6: 8-C Body Control):....605
aberrated behaviour / aberration:....605
affinity:....605
afoul of:....605
analytical mind:....605
Association Secretary:....605
auditing / auditor / auditing command:....606
bank:....606
black field:....606
black field case:....606
black screens:....606
Book One:....606
BT (Body Thetan):....606
button:....607
case:....607
case level:....607
CCH:....607
charge:....607
Clear:....607
clearing:....607
cleft stick:....607
co-audit / co-auditor:....608
coextensive....608
coming a cropper:....608
comm. line / communication line:....608
compulsive games play:....608
Control, Communication and Havingness (CCH):....608
cross-package:....608
Dianetics:....608
Dictum of Aristotle:....609
difference:....609
dilettante:....609
Director of Processing:....609
Director of Training / Examiner:....609
Electro-Encephelography (EEG):....609
E-Meter:....610
engram:....610
erasing:....610
fall afoul of (chiefly US):....610
field auditor:....610
flat:....611

float / floating needle:....611
game:....611
games condition / compulsive games play:....611
goals package:....611
goals, problem, mass (GPM):....612
governor:....612
GPM:....612
HASI:....612
HCO Secretary:....612
HGA:....613
HPA:....613
insanity:....613
ipso-facto:....613
itsa:....613
junior package / junior goals package:....613
junior universe:....613
legs:....614
lock:....614
lock scanning:....614
mental mass:....614
meter:....615
mock-up:....615
Mosman:....615
motivator:....615
NED (New Era Dianetics):....615
needle:....615
"needle would tighten" / "needle frees up":....615
Nirvana:....616
non-life goal:....616
non-perception screen:....616
Not Know:....616
NOTS:....616
nulling:....617
objective processes:....617
Occam / Occam's Razor:....617
opening procedure by duplication:....617
opposite goal (or postulate) vs opposition goal (or postulate):....617
OT Levels / Operating Thetan (OT):....617
overrun:....618
overrun symptoms:....618
overt act:....618
overwhelm:....618
package:....618
pan-determinism:....618
paradox:....618
PC:....619
PD postulate:....619
postulate:....619
preclear:....619
process:....619
purpose:....619
psychotic break:....619
PT (Present Time):....620
reactive mind / reactive bank:....620
restimulation:....620
RI (Repair of Importances):....620
screen:....620
SD postulate:....620
Secretary:....620
self-determinism (SD):....621
self-recrimination:....621
sensation:....621
service facsimile / serfac:....621
SHSBC:....621
significance:....621
similar....622
skin galvanometer:....622
subjective processes:....622
thetan:....622

time:....622
timebreaking:....623
time track (also known as "the track"):....623
To be Known:....623
To Know:....623
valence:....624
vis / viz:....624
withhold(s):....624
wrong opposer(s):....624
Postulate Failure Cycle Chart for 5A Goals Package....625
To Know Goals Package....626
Postulate Failure Cycle Charts for 5B Goals Packages....627
To Create Goals Package....628
To Love Goals Package....629
To Admire Goals Package....630
To Enhance Goals Package....631
To Help Goals Package....632
To Feel Goals Package....633
To Control Goals Package....634
To Own Goals Package....635
To Have Goals Package....636
To Eat Goals Package....637
To Sex Goals Package....638
To Reason Goals Package....639
To See Goals Package....640
To Hear Goals Package....641
To Touch Goals Package....642
To Smell Goals Package....643
To Taste Goals Package....644
To Interest Goals Package....645
To Free Goals Package....646
To Grow Goals Package....647
To Make Goals Package....648
To Cause Goals Package....649
To Display Goals Package....650
To Handle Goals Package....651
To Surprise Goals Package....652
To Survive Goals Package....653
Postulate Failure Cycle Chart for 5C Goals Packages....654
To Know Cats Goals Package....655
To Know ‘a Dress’ Goals Package....656
To Know ‘If A then B’ Goals Package....657
?? To Know Null Goals Package ??....658
finis....659

Introduction

Welcome,

I write this in the September of the year 2021, 29 years after the September of 1992 when the work of one man – who in my humble opinion was a very gentle, giving and kind soul – was released into a very early digital world. His name was Dennis H. Stephens, and the work that was published was his gift to humankind: TROM, The Resolution of Mind. This gift, already 14 years old at the time, was originally conceived in the February of 1978.

Dennis was on old hand at the philosophy and practice of the infamous subject of Scientology, he'd known and worked with the Old Man himself, L. Ron Hubbard from the earliest days of Dianetics in the 1950's through to working for the Church itself; which he left in 1965, this was a few years after he'd attended the renowned Scientology course, 'The Saint Hill Special Briefing Course' in 1962.

On this course it appears that Dennis and the other participants were experimenting with Ron Hubbard's developing processes, and it appears that these processes were unfortunately leaving the participants in a worse place than where they'd started. After Dennis left official Scientology, maybe because of this situation, he was looking for a way to fix his 'case' and also to bring a methodology of relieving the mental and spiritual ailments of humankind into the hands of the layperson, without the need for any dogma or financial involvement.

It did take him some time, but with his love of logic (Boolean algebra) and his in-depth technical know-how on the workings of Dianetics and Scientology he created a new technology and philosophy of the mind. With this in hand he fully resolved his own case and went on to state that his new technology could take a person above and beyond anything that Scientology offered.

I don't know what happened between 1979 and 1992, but in 1992, Greg Pickering an Australian was in touch with Dennis and his wife Anne, who lived in Sydney. During a gathering there Greg offered to digitise and make available Dennis' book along with the three addenda.

Now also at this time, Dennis' eyesight was degrading and he found it better to communicate with people over long distances using audio tape, Greg lived in Brisbane nearly 1000 km away. So began a two year interplay of technical discussion between Greg and Dennis. This flow of communication looks to of stimulated Dennis into furthering his research with a renewed vigour and it is understood by the time Dennis died on the 15th December 1994, around 60 tapes had been collected of Dennis explaining his technology and sharing his philosophy of TROM.

This book you hold now, constitutes all the written materials and the transcripts from some of these tapes. These were originally digitised and transcribed by Pete McLaughlin around 2010 when he became the custodian of Dennis' physical materials.

I became aware of TROM (circa 2016) from following an interest in the history and technology of Scientology, I believe this was initially from a link to tromhelp.com, Pete's website which was freely sharing Dennis' written materials, audio recordings and their transcripts. Note that the website http://www.tromhelp.com is now offline but at the time of writing this it can still be accessed via the web archive website http://web.archive.org/ .

Since discovering this material, I have had a growing fascination with TROM and Dennis' tech, his altruistic and egalitarian approach is the antithesis of what I see in and know of the Church of Scientology at the current time. His claims about his technology are impressive, if not in many ways to the average Joe a little far-out, but as he never wanted to monetise TROM or he himself to be made into a guru this just makes the technology even more engaging.

I am so grateful and appreciative of Greg and Pete and the work they did in publishing and presenting this work, though in the format I discovered it, I found it difficult to read through the books and bring myself to an understanding of the work as a whole. So earlier this year in the midst of the Covid-19 pandemic, I took a new approach to the audio recordings. I began to meticulously re-transcribe these again and put the audio and written materials into a chronological sequence, in the same timeline that Greg had received them.

I used Pete's originals and through this process I have taken the liberty of fixing up any grammar, spellings and typos as I did so. Dennis usually gave a date at the beginning of his tape recordings which made some of this a relatively easy task, though some tapes were never dated, these tapes have been entered into the collection based upon their content; which is usually Dennis referring to another tape or the actual aspect of the technology being presented.

I have found that in this new form, the materials are more accessible and one can learn the technology as it was being presented by Dennis at the time, with the added bonus that everything is in one consolidated document.

There is also a new glossary included, this glossary was developed out of the one created by 'TromFan' a regular forum poster at http://theresolutionofmind.createaforum.com/.

I hope that this new collection is of value to people and allows the work of Dennis H. Stephens to continue to exist and even more importantly, to be put into practice; especially in the current climate we find ourselves in today.

Thank you Dennis, your work is truly inspiring and is a true gift to the world, we need more beings like you, I'll see you on the other side of this universe.

In love and the new light,

Khepri *(he that comes into being)*, September 2021

Message From Greg Pickering

Sunday 22 March 1998

To: Antony A Phillips

Hello to all TROMers out there,

It's time for me to step out of lurking mode and say my piece for the record in the interests of setting the record straight.

Rowland (Barklay) and I met recently and had time to discuss some issues regarding TROM. I think it is because of comments I made to him that he has posted to TROM and I thank him for his support.

I would like to give a bit of history, if you can bear with me, which might help everyone align events and opinions.

I met with Dennis and Ann about 4 yrs ago *[Note: Dennis' first recorded message to Greg was Nov. 1992?]* and we had a very enjoyable afternoon sipping tea and getting to know each other. During our conversations about life the universe and everything (apologies to Douglas Adams) Dennis related how he had somehow felt 'damaged' after participating in the early years of the SHSBC. In an effort to resolve his personal issues, he spent some years developing the program you now know as TROM. The bulk of his research was completed by 1978 according to the research papers, with an addendum produced later.

I was intrigued when Dennis was relating to me how his 'postulate processing' as he called it, not only corrected the 'damage' but also meant that when later he saw the OT materials for the first time and tried to audit them, he just found a persistent F/N and deemed himself to be flat on those materials also.

I told him that I thought it important that his research not be lost and if he would like it then I would put his research notes onto computer for archiving. This he thought was a good idea and, after much typing, TROM was born. The manuscript went back and forth between Dennis and myself until he was happy that it was correct and as he wanted it. At no time during this stage was it envisioned that TROM had a name or would be distributed. It was purely an archival exercise which I thought important and for which I take credit.

A little later Dennis told me that he had made contact with some friends in the U.K. and asked if I could send them a copy. Discussion was then had between Dennis and myself about distributing TROM and I explained that due to other commitments I really wasn't interested in being responsible for distribution. So it came about that Terry *(Scott)* and Flemming *(Funch)* became the official planetary distributors and I went on with my life. I kept in touch with Dennis until his

passing and I had no part in discussions as to who 'inherited' his work or ownership thereof. That Judith (Anderson) has accepted responsibility for the future direction of TROM is a game of her own choosing and I thank her for taking up the standard.

Unfortunately once the work was distributed I started hearing criticism that the book didn't have an index; that there were spelling errors; that it wasn't easy to understand; wasn't available in other languages; etc. Well the fact is that the original compilation wasn't designed for mass distribution and it showed. Any imperfections were as Dennis was comfortable with because he approved the manuscript.

As for myself I have previously stated that I renounce any fair claim to copyright for TROM. I did my duty in bringing the work into circulation. All I ask is that people show some appreciation for my having made the work known and accessible. I would take credit where it is due and leave others their own.

Dennis was egalitarian. He wanted to make self help therapy accessible and cheap so that the working man could improve his lot. He wanted to make a difference. I think he did – let's also give the man his due.

Happy TROMing

Greg Pickering

Table of Known TROM Materials

Date	Title	Type	Set
1978-02-01	The Resolution of Mind	Book	TROM
1979-09-01	First Addendum to TROM '79 (Theory)	Book	TROM
1979-09-01	Second Addendum to TROM '79 (Theory)	Book	TROM
1979-09-01	Third Addendum to TROM '79 (Practical)	Book	TROM
1992-09-01	Addendum to TROM '92 (Theory and Practical)	Book	TROM
1992-11-03	The Unstacking Procedure	Audio	Level 5
1993-01-12	Dissociation – [Pair with The Surprise]	Audio	Level 5
1993-02-10	Reminisces – The Early Years	Audio	Personal Life
1993-02-11	Reminisces – The Middle Years	Audio	Personal Life
1993-02-12	Reminisces – The Later Years	Audio	Personal Life
1993-03-21	Level 2 After Level 5 : Part A	Audio	After Level 5
1993-04-20	The Exclusion Postulate	Audio	Level 5
1993-05-06	Expanding on Level 5	Audio	Level 5
1993-05-28	To Sex Goals Package	Audio	Level 5C
	Missing – Tape on Bubbles???	Audio	Level 5C
1993-07-07	Three Loose Ends	Audio	Level 5C
1993-11-16	Dennis to Terry Scott 1	Audio	Correspondence
1993-11-19	Dennis to Ant Phillips 1	Audio	Correspondence
1994-01-03	Level 2 After Level 5 : Part B	Audio	After Level 5
1994-01-04	Level 2 of TROM (dated as per reference in previous tape)	Audio	Article
1994-01-18	Dennis to Terry Scott 2	Audio	Correspondence
1994-01-18	Development of TROM	Audio	Article
1994-01-18	The Creation of TROM (dated to fit content)	Audio	Article
1994-01-18	The Personal Life of Dennis Stephens	Audio	Personal Life
1994-02-21	Bonding (Relationships) [Pair with Bond Breaking]	Audio	Level 5C
1994-02-27	Dennis to Terry Scott 3	Audio	Correspondence
1994-03-23	Overts	Audio	Level 5C
1994-04-06	Erasability of Junior Universes	Audio	Level 5C
1994-04-06	Dennis to Ant Phillips 2	Audio	Correspondence
1994-04-06	The Philosophy of TROM	Audio	Level 5
1994-04-06	The Loop	Audio	Upper Level
1994-04-24	LRH: The Man I Knew	Audio	Personal Life
1994-05-10	The Game Strategy	Audio	Level 5C
1994-05-10	The Compulsion To Move	Audio	Level 5C
1994-06-01	The Resolution of Mind – v2 1994	Book	TROM
1994-06-01	Ivy 17 – The Creation of TROM	Article	
1994-06-30	Insanity Point Part 1	Audio	Upper Level
1994-07-03	Insanity Point Part 2	Audio	Upper Level
1994-07-06	Dennis to Ant Phillips 3	Audio	Correspondence
1994-07-16	The Conditions of Life	Audio	Article
1994-07-27	Sensations Part 1	Audio	Upper Level
1994-07-28	Sensations Part 2	Audio	Upper Level
1994-08-01	Ivy 18 – Greetings, Dennis Stephens	Article	
1994-08-01	Postulates, Self and the Obsessive IP	Audio	Upper Level
1994-08-16	The Surprise Game [Pair with Dissociation]	Audio	Level 5
1994-08-16	Delusions	Audio	Level 5
1994-09-01	Alternate Bond Breaking [Pair with Bonding, Relationships]	Audio	Level 5D
1994-09-07	Goals Package Construction	Audio	Level 5B
1994-09-26	Vengeance	Audio	Level 5

1994-11-01	Ivy 19 – Book Review	Article	
1994-11-08	Independence	Audio	Level 5
1994-11-10	A Tape of TROM's Level 5	Audio	Level 5
?	Level 3 – The Supermarket Paradox	Audio	Article
1994-12-15	**Dennis Stephens died**	**Death**	
1995-04-01	Ivy 21 – Book Review	Article	
1996-04-01	Ivy 26 – What is TROM?	Article	
1996-08-01	Ivy 28 – TROM: Similarities and Differences	Article	
1997-04-01	Ivy 31 – TROM: A Better Bridge?	Article	
1997-08-01	Ivy 33 – Further Comment on TROM	Article	
1997-11-01	Ivy 34 – A Tape of TROM's Level 5	Article	
1997-12-15	The Resolution of Mind – v3 1997	Book	TROM
1998-06-01	Ivy 37 – Some Aspects of TROM – I	Article	
1998-08-01	Ivy 38 – Black Fives and TROM	Article	
1998-11-01	Ivy 39 – Some Aspects of TROM – II	Article	
2005-01-01	The Resolution of Mind – v4 2005	Book	TROM
2014-05-01	The Resolution of Mind – v5 2014	Book	TROM
2014-05-01	Insanity Point	Book	TROM
2014-05-01	Philosophy of TROM	Book	TROM
2014-05-01	Expanding on Level 5	Book	TROM
2014-05-01	Bond Breaking	Book	TROM
2014-05-01	TROM The Therapy Manual	Book	TROM
2016-03-01	The Resolution of Mind – v6 2016	Book	TROM
2021-09-24	TROM – A Chronological Collection of Dennis Stephens' Written and Spoken Technical Materials	Book	TROM

The Resolution of Mind

A Games Manual

by Dennis H. Stephens

February, 1978

Wisdom begins when the urge to understand games becomes greater than the urge to play them.

D.H.S

Those whom the gods wish to destroy they first drive mad.

Euripides

Those whom the gods wish to drive mad they first withhold the nature of life and games.

D.H.S

If all games are fun, and no game is reasonable, and if resolving the mind is a reasonable activity, then it is not a game, but that does not prevent it from being fun.

D.H.S

Introduction

It is not necessary to believe the theory before the practical exercises will work for you; just hold it as a possibility, that is all. Even the fact that the practical works doesn't make the theory right, for there's a number of possible theories from which the practical could be derived. However, until such time as practical derived from theory is found not to work it is safe to regard the theory as useful. No more can be said of any theory. Also, its rightness or wrongness depends on how well it explains natural law, not what people think about it.

I know of no applications where this theory falls short of explaining observed phenomena. However, I'll be the first to applaud any being who can explain all the facts with a simpler theory from which even more workable practical exercises can be derived. (Occam was an old friend of mine.)

Theory

Life is a spiritual quality. It has four basic abilities:-

1. It can bring things into existence
2. It can take things out of existence
3. It can know
4. It can not know

These actions are accomplished by postulates. A postulate is a causative consideration.

That which is brought into existence, taken out of existence, known or not-known is called an effect.

1. The purpose of bringing an effect into existence is to make it known
2. The purpose of taking an effect out of existence is to make it not-known
3. The purpose of knowing is to know
4. The purpose of not-knowing is to not know

Thus, 1 & 3 and 2 & 4 are complementary postulates. They enhance affinity.

Thus, 1 & 4 and 2 & 3 are conflicting postulates. They lower affinity.

What is a Game? Conflicting Postulates

Conflicting postulates are called a game. The purpose of a game is to have fun. All conflicting postulates are essentially a game, though it may be called other things. Due to contagion with opposing postulates all games tend to reduce the ability of the being to postulate. The power of a being is his ability to make his postulates effective.

A game is won when the loser becomes convinced of the opponents postulates. Thus, all games are essentially contests in conviction, and all failure is basically postulate failure. Those things which have been variously called engrams, traumas, etc. will be found upon examination only to consist of postulate failure. Postulate failure is known as an overwhelm.

In TROM:

- Overwhelming the postulate of an opponent in a game is known as an overt act
- Having one's own postulates overwhelmed is called a motivator

['Motivator' as this overwhelm becomes the 'reason' for ones forthcoming overt after receiving this overwhelm. In modern day psychology terms, the one committing the Overt Act is the Persecutor and the one receiving the Overt (as a Motivator) is the Victim/Afflicted.]

The difference between win/lose and overt/motivator is a very fine one, and is determined solely by the considered value of the game. If the game is relatively trivial, then win/lose is applied; if the game is serious (important) then overt/motivator is applied.

In that the winning of a game brings about the end of the game - and thus the loss of the game itself - winning and losing are junior considerations to the actual playing of the game. Thus the playing of the game is senior to the consideration of win/lose. It is a rule of all games, that intentionally lowering one's ability in order to be more evenly matched with the opponent leads inevitably to the state of an enforced loss of the game.

The Paradox of All Games

Thus, the paradox of all games:

a) All games are played for fun
b) To always win is no fun
c) To invite a loss is to eventually have a loss enforced upon one

Thus, eventual failure is the end result of all games.

This is the dwindling spiral of ability of the being in the universe. After the loss of a game considered serious, the loser's only recourse is to blame the victor for overwhelming him. Thus, blame is the assignment of responsibility for the outcome of a game, with an implied wrongness. If the victor accepts this blame - it too is a postulate overwhelm - he feels guilt. Thus, blame and guilt are seen as two sides of the same coin: where one is present you will always find the other. They are a pair, and are quite inseparable.

Games are played in space and need time for their completion. In the absence of games, space and time cease to exist. Thus, conflicting postulates perpetuate space and time, while complementary postulates vanish it.

A game, to be worth playing, must contain elements considered valuable. Value is monitored by the consideration of beauty, and is increased by scarcity. But as both the effect and the consideration of value or beauty are generated by life, then life has a senior value to all things. (Civilizations invariably decline when this truth is lost.)

Complementary Postulates

Complementary postulates enhance life; conflicting postulates detract from it. Thus, games, although considered fun, have the liability of lessening the "amount" of life the being possesses.

Games, by their very nature, can become compulsive, and result in a lessening of life - to such a degree that the true nature of life, postulates and games themselves become unknown to the being. This state of affairs is only resolved, in the final instance, by the application of complementary postulates. Thus complementary postulates, when applied, have the ability to dissolve all games.

The four basic actions of life each have a twin postulate structure:

1. The postulate bringing the effect into existence, and the postulate that it shall be known
2. The postulate taking the effect out of existence, and the postulate that it shall be not-known
3. The postulate to know the effect, and the postulate that it shall be made known
4. The postulate to not-know the effect, and the postulate that it shall be made not-known

Thus, in each of the basic actions, each postulate complements and enhances its twin. Thus, the postulate structure between beings is:

	SELF-DETERMINED (SELF)	**PAN-DETERMINED (OTHERS)**
1	Be Known	Know
2	Not Be Known	Not Know
3	Know	Be Known
4	Not Know	Not Be Known

The "Self" postulate is at one's own end of the comm. line [communication line], and is called the Self-Determined postulate (SD); the "Others" postulate is the one you put at the other end of the comm. line, and is called the Pan-Determined postulate (PD).

Thus, when two beings, at different ends of a comm. line, adopt (1) and (3) or (2) and (4) respectively, both their self-determined (SD) and pan-determined (PD) postulates match perfectly, and understanding occurs.

However, when they adopt (1) & (4) or (2) & (3) respectively, there is conflict between their SD & PD postulates and understanding is correspondingly reduced.

Law of All Games

It is a law of all games that overwhelming failure causes the being to compulsively adopt the pan-determined postulate of his opponent. This is the postulate enforced upon him at his end of the comm. line. A game, then, can be regarded as a conflict of postulates wherein a being endeavours to convince his opponent of his own PD postulate, while resisting the PD postulate arrayed against him. All games, despite their seeming complexity, can be reduced to this basic simplicity and thus understood.

All games contain conviction.

- Conviction, by definition, is an enforcement of knowingness
- Enforcement of knowingness is called importance
- Importance is the basis of all significance
- Essentially, importance is a "must"

In games of play our four basic abilities become:

	SD POSTULATE	**PD POSTULATE**
1	Must Be Known	Must Know
2	Must Not Be Known	Must Not Know
3	Must Know	Must Be Known
4	Must Not Know	Must Not Be Known

That which is considered important tends to persist and to become more solid. Solidity and persistence - need for - are thus the basic conviction phenomena in games. Things are made more solid and more persistent to convince others of their existence. The mechanism is entirely reversible: that which is persisting and solid is tended to be regarded as important.

Any importance is relative to, and can be evaluated against, any other importance. There is no absolute importance. Thus, what the being considers important is relative to the being and the games he is playing. Thus, any field of knowledge which postulates an absolute importance is at variance with natural law.

The search for deeper significance into life or the mind is only the search for prior or greater importance. In that all importance is relative to all other importance it is both a fruitless and endless search. Various past researchers in this field have claimed to have discovered basic importances of a more or less absolute nature ('sex', 'survival', etc.) and then proceeded to develop a therapy based upon their discovery. We can now see clearly why they failed. The "button" is importance. Having now found it we can stop looking for it.

Games Rules

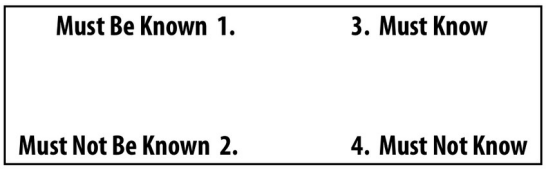
The amount of conviction required to convince a being of the existence of a postulate is relative to the being and the games he is playing. A games rule is an agreement between beings denoting permissible play. However, games rules, being postulates themselves, and being junior to the games postulates, also become subject to games play.

Thus, Law, Justice, etc. become themselves a games condition, and are subject to, and junior to the basic laws of games. Thus, any games rule, once introduced, immediately becomes subject to a games condition in its own right. Thus, the only immutable laws are the four basic abilities of life itself. All else tends to be of a transient nature.

The Basic Games

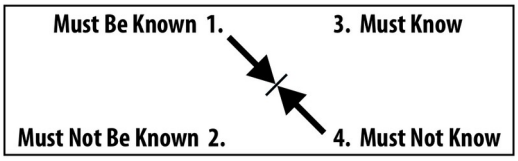
Collecting and numbering our four basic SD postulates we get:

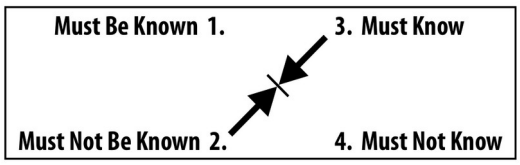
1. Must be known
2. Must not be known
3. Must know
4. Must not know



These four numbers we shall call the legs of the basic game. The oppositions are shown by the arrows.

The basic games are:

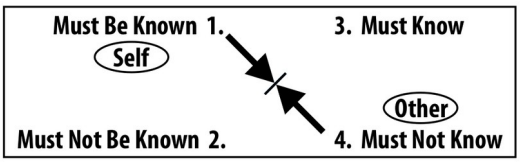




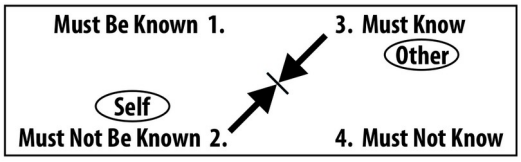
In that it is not possible to play a game with an effect until it has been brought into existence, all games with an effect start at (1); due to progressive postulate failure the being progresses round the legs of the basic game in the following manner.

The Postulate Failure Cycle

The being at (1) is in opposition to (4), whom he is endeavouring to convince that the effect 'Must be Known'; (4) on the other hand, is doing a 'Mustn't Know' on the effect, and his PD postulate is 'Mustn't be Known'.



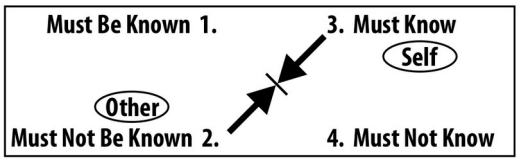
If (1) fails he will adopt the PD postulate of (4), and will move from leg (1) to leg (2) regarding the effect. He has now left the old game, and is confronted with a new opponent (3), who is endeavouring to know the effect.



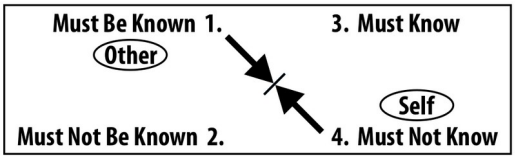
Failure in this new game will result in (2) being forced to adopt the PD postulate of (3), which is 'Must be Known'. However, he can no longer adopt this postulate regarding the effect, for it is already in failure from the earlier game, so he now leaves (2) and adopts the valence of (3) and maintains the postulate 'Must Know' regarding the effect.

[Valence: 'An identity assumed unwittingly' also see definition in the Glossary]

He is now in opposition to his own old identity, (2), and carries the SD postulate of 'Must Know', with the PD postulate of 'Must be Known'.



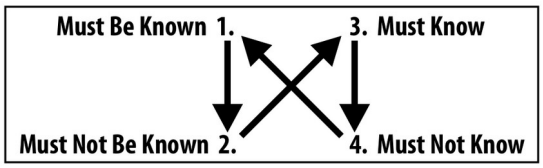
Further failure causes the being to adopt the PD postulate of (2), 'Mustn't Know', and so sinks into leg (4) with an SD postulate of 'Must not Know'. In this new and final game with the effect he is opposed by (1), 'Must be Known', regarding the effect.



Failure in this game will force him to adopt the postulate 'Must Know'. However, he cannot adopt this postulate regarding the effect as it is already in failure. So he goes into the valence of (1) and henceforth operates with a substitute effect. This is forced, for an examination of the situation will now show that all four postulates, both as SD and PD, are now in failure, so no further game with the original effect is any longer playable.

This cycle is known as the 'Postulate Failure Cycle' regarding an effect.

The route around the legs is:



The four legs constitute the four legs of the goal 'To Know'. All other goals likewise have four legs, but an examination of them will reveal that without exception they are all methods of making known, making not-known, knowing, or not-knowing. Thus, they are junior to the goal 'To Know' and we need not consider them.

The past of the being, then, will be found to consist of the various vicissitudes he has encountered on the legs of the goal 'To Know' regarding a succession of effects and substitute effects. If desired, this route can be traced back through time.

Original Chart (from 2016 TROM)

POSTULATE FAILURE CYCLE CHART REGARDING AN EFFECT

	SELF		OTHERS				
	ORIGIN	RECEIPT	ORIGIN	RECEIPT			
1A	-	Must Know	Must Be Known	-	Motivator	Overwhelmed	Forced to Know
1B	-	Mustn't Know	Must Be Known	-	Game	Game	Game
2A	Mustn't Know	-	-	Must Be Known	Game	Game	Game
2B	Mustn't Know	-	-	Mustn't be Known	Overt	Overwhelm	Preventing from being Known
3A	-	Mustn't Know	Mustn't be Known	-	Motivator	Overwhelmed	Prevented from Knowing
3B	-	Must Know	Mustn't be Known	-	Game	Game	Game
4A	Must Know	-	-	Mustn't be Known	Game	Game	Game
4B	Must Know	-	-	Must Be Known	Overt	Overwhelm	Forcing to be Known
5A	-	Must Be Known	Must Know	-	Motivator	Overwhelmed	Forced to be Known
5B	-	Mustn't be Known	Must Know	-	Game	Game	Game
6A	Mustn't be Known	-	-	Must Know	Game	Game	Game
6B	Mustn't be Known	-	-	Mustn't Know	Overt	Overwhelm	Preventing from Knowing
7A	-	Mustn't be Known	Mustn't Know	-	Motivator	Overwhelmed	Prevented from being Known
7B	-	Must Be Known	Mustn't Know	-	Game	Game	Game
8A	Must Be Known	-	-	Mustn't Know	Game	Game	Game
8B	Must Be Known	-	-	Must Know	Overt	Overwhelm	Forcing to Know

Revised Postulate Failure Cycle Chart Regarding an Effect (2021)

	Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type	End Result	Postulates in Failure
		PD	SD		SD	PD					
LEG 4	1A	MBK[1]	MK[1]	<--	MBK	MK	MO	1) Forced to know	Inflicted	Valence Shift (self)	SELF
	1B	MNBK	MNK	<--	MBK	MK	GR				
	2A	MNBK	MNK	-->	MBK	MK	GO				
	2B	MNBK	MNK	-->	MNBK[1]	MNK[1]	OO	2) Preventing from being known	Rejecting	Leg Shift (other)	NOT-SELF
LEG 3	3A	MNBK[1]	MNK[1]	<--	MNBK	MNK	MO	3) Prevented from knowing	Deprived	Leg Shift (self)	SELF
	3B	MBK	MK	<--	MNBK	MNK	GR				
	4A	MBK	MK	-->	MNBK	MNK	GO				
	4B	MBK	MK	-->	MBK[1]	MK[1]	OO	4) Forcing to be known	Revealing	Valence Shift (other)	NOT-SELF
LEG 2	5A	MK[1]	MBK[1]	<--	MK	MBK	MO	5) Forced to be known	Revealed	Valence Shift (self)	SELF
	5B	MNK	MNBK	<--	MK	MBK	GR				
	6A	MNK	MNBK	-->	MK	MBK	GO				
	6B	MNK	MNBK	-->	MNK[1]	MNBK[1]	OO	6) Preventing from knowing	Depriving	Leg Shift (other)	NOT-SELF
LEG 1	7A	MNK[1]	MNBK[1]	<--	MNK	MNBK	MO	7) Prevented from being known	Rejected	Leg Shift (self)	SELF
	7B	MK	MBK	<--	MNK	MNBK	GR				
	8A	MK	MBK	-->	MNK	MNBK	GO				
	8B	MK	MBK	-->	MK[1]	MBK[1]	OO	8) Forcing to know	Inflicting	Valence Shift (other)	NOT-SELF

MBK: Must Be Known
MNBK: Must Not Be Known
[1] MUST = 'Cannot Help But'

MK: Must Know
MNK: Must Not Know

GO: Game Originator
GR: Game Responder

MO: Motivator – Overwhelmed
OO: Overt – Overwhelm

Note: The Time Track runs from 8 to 1. You work from 1 to 8, around and around. There is a valence shift on the Track between 1A and a new substitute effect entered at 8B. Also a valence shift occurs between 5A and 4B.

It is to be noted that valence shifts are always diagonally across the goals package. The valence the being goes into is called the winning valence; the valence he comes out of is called the losing valence. Thus, legs 1 and 3 are winning valences, and legs 2 and 4 are losing valences. Shifts from legs 1 to 2, or 3 to 4, are not valence shifts, they are merely the super-imposition of a Mustn't postulate over an existing Must postulate, now in failure. All valence shifts involve the adoption of a new identity, whether real or imagined.

What is the Mind?

The repository of these experiences on the goal 'To Know' regarding a succession of effects and substitute effects we call the mind. Basically, then, the mind is best considered as a collection of past importance. Due to their intrinsic nature, past importances have a command power over the being in the present. However, as these various past importances are contacted and re-evaluated to present time realities the mind will be found to become progressively less persisting and less and less solid, and will finally vanish. Nevertheless, the being can, at any time, by re-injecting sufficient fresh importance into any part of it, cause it to reappear in any desired solidity. Needless to say, when this stage is reached the mind will no longer have a command power over the being, and his full abilities will be restored. The command power of the mind over the being is only the command power of the postulates it contains. Once these have been contacted and re-evaluated to present time realities the mind, as an entity, will be found to vanish. As the mind contains no postulates that have not been put there by the being during the playing of various games through time, it is of no value to him, and unless required for reference or aesthetic purposes is best kept in a state of vanishment.

A Games Condition with the Mind

The being enters games at a desire level; they later become an enforcement, and then an inhibition. Thus, the being will be found to be in a games condition regarding his past games. As the repository of these old games is called the mind, the being will be found to be in a games condition with his own mind. As the mind only contains his own past postulates, he cannot possibly ever win the game against his own mind. It is the one game he can only lose. Extreme examples of failure in this game we call insanity. What is called the enigma of the mind is the result of the compulsive games condition that the being is in regarding it. The attitude of the being towards his mind, or any part of it, can only be one or other of the legs of the goal 'To Know'. Thus, the mind exhibits the following phenomena:

- Any attempt to create an effect upon it (Must be Known) will cause it to resist the effect (Mustn't Know). The greater the attempt to create an effect upon it the more resistive it becomes.
- Any attempt to withdraw from it (Mustn't be Known) will cause the mind to seemingly pursue the being (Must Know). Hence, the well known feeling of being 'stuck with' ones own mind.
- Any attempt to know the mind (Must Know) will cause the mind to seemingly adopt a 'Mustn't be Known' and become progressively more elusive.
- Any attempt to resist the mind (Mustn't Know) will cause the mind to immediately enforce itself upon the being (Must be Known) and overwhelm him.

It is only this compulsive games condition that a being gets into regarding his own mind, and an ignorance of its true nature, that has defeated past researchers in this field. It has the well

deserved reputation of being the most difficult subject of all to discover anything about. This compulsive games condition between the being and his own mind also accounts for the wide-spread apathy we encounter when the subject of doing something about the mind is mentioned, for most beings have long since fought themselves to a standstill on this subject; they have become resigned to what they consider the inevitable. Thus, it can be clearly seen that the mind can never be resolved by going into a games condition with it, for whichever role the being adopts his mind will invariably overwhelm him.

The Key to the Resolution of Mind

The key to the resolution of the mind, then, lies in exercising the being in the discovery and creation of complementary postulates; and, transiently, in unravelling the tangled mass of conflicting postulates that his mind has become. The mind, being a repository of old games, which are postulates in conflict, has no defence against the application and re-injection of complementary postulates regarding the effects it contains.

In short, we vanish the mind by progressively getting the being to:

- create, and do exercises in, complementary and conflicting postulates
- create and experience overt and motivator overwhelms
- play games, and
- generally bring back under his own determinism these four basic postulates (both as SD and PD)

Which go to make up the interchange we call life. En-route he will discover, or re-discover, all there is to know about life; he will also discover his true nature as a spiritual being.

Eight Classes of Overwhelm (4 x Overts and 4 x Motivators)

Knowing the anatomy of games and the Postulate Failure Cycle, it is now possible to list all conceivable classes of overts and motivators regarding an effect. It's also possible to list them in the order in which they were accumulated through time. Each leg of the goal 'To Know' has its own overt and motivator, giving us a total of 8 classes in all:

Leg 1: Class 8 – Forcing to Know *(Overt – you overwhelmed another)*
Class 7 – Prevented from being Known *(Motivator – another overwhelmed you)*

Leg 2: Class 6 – Preventing from Knowing *(Overt)*
Class 5 – Forced to be Known *(Motivator)*

Leg 3: Class 4 – Forcing to be Known *(Overt)*
Class 3 – Prevented from Knowing *(Motivator)*

Leg 4: Class 2 – Preventing from being Known *(Overt)*
Class 1 – Forced to Know *(Motivator)*

If one wished to address these regarding a specific effect on a being one would, of course, work from Class 1 to Class 8, as the most recent experiences tend to occlude the earlier ones. Thus, to remove the command power of any effect from the mind it is only necessary to discharge these various overts and motivators where they appear on the time track.

Four Major Types of Overwhelm

As can be seen, there are only four major types of overwhelm, and each has a common name in our language:

- Force to know ~ Infliction
- Prevent from being known ~ Rejection
- Prevent from knowing ~ Deprivation
- Force to be Known ~ Revelation

Infliction/Rejection and Deprivation/Revelation each form a pair, and are associated with one or other of the two basic games. Viz.:

- Leg 1 - commits the overt of Infliction, and suffers the motivator of Rejection
- Leg 2 - commits the overt of Deprivation, and suffers the motivator of Revelation
- Leg 3 - commits the overt of Revelation, and suffers the motivator of Deprivation
- Leg 4 - commits the overt of Rejection, and suffers the motivator of Infliction

Important note: It must be realised that these 4 words are only substitutes for the exact postulates as given in the Postulate Failure Cycle Chart, and should only be used with that in mind. Thus, they may prove useful early on, but later the exact postulates as given on the chart must be used if you ever wish to take the mind apart cleanly.

People do tend - repeat tend - to become more or less fixed in one or other of the legs of the basic game, and take on the personality characteristics of the postulate they are dramatizing. Viz.:

Leg 1 - Must Be Known

Out-flowing. Extrovert. Persuasive. Creative. Often prone to jealousy. Overts by infliction, and very upset by rejection. He got into this leg by being overwhelmed by a 'Must Be Known', whose valence he now occupies.

Leg 2 - Mustn't Be Known

Restrained outflow. Retiring. Devious. Secretive. Obsessed by 'privacy'. Tends to collect mass and wealth by the simple expedient of not being able to outflow it. Overts by deprivation, and very worried by the thought of their secret wheeler-dealings being revealed. He got into this leg by being overwhelmed by a 'Mustn't Know' while being in the 'Must be Known' leg; he now dramatises the 'Mustn't be Known' PD postulate of his overwhelmer.

Leg 3 - Must Know

Inflow. Nosey. Curious. Inclined to be highly sensual. Demands open comm. lines. Hates secrets, and loves exposing them. Good solver of puzzles. Overts by revelation, and just hates being deprived of things. He got into this leg by being overwhelmed by a 'Must Know', whose valence he now occupies.

Leg 4 - Mustn't Know

Restrained inflow. Rejection. Compulsively makes nothing out of things. Destructive. Overts by rejection, and dreads having anything inflicted upon him. Contrary to popular opinion he did not get this way by having things forced upon him. He got into this leg by being overwhelmed by a 'Mustn't be Known' while being in the 'Must Know' leg; he now dramatises the 'Mustn't Know' PD postulate of his overwhelmer. He's been overwhelmed by deprivation.

Most people are a composite of the above types, but you will come across an almost 'pure' type occasionally. Generally speaking, the more inflexible the personality, the more it will tend towards a 'pure' type. It can also be seen that the class of motivators the being complains of not only tells you the type of overts he compulsively commits, the leg of the basic game he is dramatizing, but also just how he got into that leg. Thus, the data is of inestimable value when dealing with the mind.

The Secret of Vanishing Mental Mass

The entire secret of making any mental mass vanish is to re-evaluate its importance to present time realities to the point where it is considered so trivial that there is no longer any need to keep it in existence; at which moment the mass can be easily not-known and will promptly vanish.

While the mass is considered important it will continue in existence, and the being will continue to know it - even though trying desperately to not-know it. To try and vanish by means of force a mass while still holding the consideration that it is important is thus the height of stupidity, and can only lead to frustration and failure. Thus we see that the re-evaluation of past importances is the only step required to achieve the vanishment of any mental mass. As a successful psychotherapy can be defined as a system that brings about the vanishment of unwanted mental conditions, we see that this data is vital to our goal.

The ability to assign and unassign importances, while native to the being, will be found to require some attention on the route out.

The assignment of the consideration of unimportance to a mental mass after having considered the mass important is merely an attempt to devalue it (Mustn't Know), and is just another method of attempting to vanish it by means of force. Hence, we have no need to consider the subject of unimportance. Once one grasps that the need to regard a thing as unimportant is an importance in its own right, one has entirely got the flavour of all this. The 'button' is importance; the unimportance comes out in the wash.

The being, in his progressively more and more violent games condition with his own mind has endeavoured to devalue it in the hope that it will go away and leave him alone. The cycle has been:

- Mind considered as a series of past scenes
- Mind considered as pictures of past scenes
- Mind considered as memories, having no objection existence
- Mind considered as configurations in the brain

The truth is that we have a being who can look at scenes. He can look at 'now' scenes, and he can look at 'then' scenes. The only difference is that 'then' scenes are scenes of 'then' and 'now' scenes are scenes of 'now'. If 'then' seems less real than 'now', it is only because the being has made it so.

A being can only communicate across a distance. He cannot communicate through time. So when he is looking at a 'then' he is looking at it now. Whatever he looks at, he looks at now.

A being can view 'now' from any viewpoint. A being can view 'then' from any viewpoint. Thus, every moment in time is a complete universe which is viewable to the being. (Viewpoint here is used in the sense of a 'position from which to view', and not in the sense of holding a mental

opinion.) Thus, a being is natively capable of viewing every particle that has ever been brought into existence in this, or any other universe, from any viewpoint he so desires.

He is also natively capable of taking any of these particles back out of existence again if he so desires. Whether or not he can get agreement from others on this latter step is merely a matter of how convincing he is to others, and is not a pre-requisite to the accomplishment of the feat. That others may choose to keep these particles in existence, still is, in the final instance, entirely their concern. Thus, you can walk out of the trap without the need to take everyone else with you. Believing differently is not: 'To grant others the right to their own convictions' - a trap all of its own.

Any changes you bring about, whether changes in 'then' or changes in 'now' you bring about now. So any changes you make to 'then', later than when the event occurred, will not ipso-facto produce changes in 'now'. Thus, what is called the time paradox is exposed for the lie that it is.

If this concept seems difficult to grasp, it is only because one has become used to the idea of moving through time. This is an illusion brought about by entrapment in mass which is enduring through time. Only the particles, the effects, are created, made to endure, and are finally destroyed. The spiritual being, the creator of all these postulates, is utterly timeless. Once one fully grasps this, it is easy to see that changing the past does not ipso-facto produce a change in the present.

The Law of Duality

This states that the assignment of importance to a thing, or class of things, automatically assigns importance to the opposite or absence of those things. Thus, if life is considered important, then death - the absence of life - has also been granted importance. If the concept of 'self' is considered important, then the concept of 'not-self' is thereby also granted importance. From this law we see the proliferation and self-perpetuating nature of games.

The evaluation of things, one against the other, is achieved by the noting of differences and similarities between them. The ease of evaluation is inversely proportional to the considered spatial and/or temporal separation of the things being compared. Thus, evaluation is easiest when the two things are placed side by side in the same moment of time. The limit is reached when the two things are viewed simultaneously, for then no time elapses while the attention shifts from one to the other.

Thus, a 'then' importance and a 'now' importance are best evaluated when viewed simultaneously in the same moment of time - now.

Timebreaking

The general action of simultaneously viewing a 'then' and a 'now' scene is called Timebreaking. The name derives from the fact that the action of Timebreaking breaks the temporal separation of 'then' and 'now', and thus removes the command power of the past scene so Timebroken.

That which has been Timebroken no longer has a command power over the being. The ability to Timebreak is native to the being, but due to the compulsive games condition the being is in regarding his past the ability has been to a greater or lesser degree lost, and for many will have to be learned again almost from scratch. There are exercises to improve the ability.

Timebreaking is the basis of all psychotherapy. When the patient tells his therapist of some past happening he is Timebreaking the happening, for the therapist and the incident are thus brought into the same moment in time - now.

However, a being can learn to Timebreak solo, and thus dispense with the need for a separate therapist. The mechanism is in no way dependant upon the presence of another person. As he becomes more and more proficient in the skill the being soon reaches a stage where the presence of a separate therapist is not only unnecessary, but is actually slowing down the patient's progress; he can Timebreak much, much faster than any separate therapist could conceivably follow, and the continual need to keep reporting progress to the therapist becomes increasingly inhibitive of gains.

Mankind has always known that telling his troubles to another was helpful, but has attributed it to some quality in the other person, or to the fact that he is talking to him. But this is not so. The

benefit was always derived from the mechanics of Timebreaking: the simultaneous communication with 'then' and 'now'.

Now the true facts are known, a separate therapist is only required until such time as the patient is confident that they can do the job alone. From the viewpoint of the therapist it's a matter of helping another until such time as they are capable of helping themselves, and all assistance should be given with this view in mind. Any other approach, although undoubtedly good for business, is just not in the best interest of the patient.

The mind is like an itch. Although early on the being might require a separate therapist to scratch it for him, he must be encouraged to do his own scratching, or he'll be needing a therapist to scratch his itch forever. Dependence upon the therapist must never be permitted to build up, and at all times the patient should be encouraged to stand on his own feet. It's his mind. He created it; he is maintaining it, and in the final instance only he can vanish it.

The intensity of the compulsive games condition between a being and his past is the sole factor that determines whether he can walk out of the trap unaided, or will, in the early stages, require assistance from a separate therapist. There is, in fact, a test which readily determines whether a being can go solo from the word go, or will need assistance early on from a separate therapist.

Due to the nature of the compulsive games conditions between a being and his past, the more he is willing to Timebreak it the less he has to Timebreak. Very soon he is left with nothing to Timebreak, and has to actively stimulate the past if he wishes to continue the exercise. He soon goes from the cringing victim, afraid to 'tamper' with his mind, to the triumphant victor pursuing the remnants wherever he can find them.

Life and Life Forms

Life is undoubtedly the most abundant phenomena on the surface of this planet, as it is in the entire universe. Only the most superficial glance through a microscope at a drop of pond water, coupled with the realisation that every cell in the body is alive in its own right, is sufficient to convince all but the invincibly ignorant of the fact. A life form is an aggregation of cellular life organised and directed by 'higher' life in a hierarchy that leads up to the being who answers up when his name is called. He is the one who does the exercises.

The human body is thus a life form and a complex cellular structure. It is also a mammal, and a member of what is called the higher ape family. A knowledge of the eating, mating, cultural and social habits of this ape are invaluable to any being who wishes to walk this route. Know this ape whose body you currently consider yourself a part of, for such knowledge will bear you in good stead. Many a person has spent half their lives at war with one or other of this ape's inherited social or cultural habits, and have at last gone to their graves defeated in the struggle. When you try and fight this ape's evolutionary history you always lose. He has certain basic requirements, and a number of quaint behaviour patterns. Learn to live with them, for you will not change him by fighting them; you'll only make him ill and yourself miserable. Ignorance of the true nature of the human ape as a life form has caused untold misery down the ages. If you walk this route far enough you will one day walk away and leave this ape, but you will never be free of him until you understand him intimately.

Terms Used

All terms used in a special sense have been defined within the text. However, a few terms have been used with the sense they are given in the subject of Scientology. I have used these terms because they are the most concise and meaningful available for the phenomena they describe.

Their Scientology definitions follow:

Overt Act	An act committed, considered harmful, and justified
Motivator	An act received, considered harmful, and a justifier
Valence	An identity assumed unwittingly (in games play) *The word 'valence' is derived from the Latin word for power* A being assumes a valence in an effort to obtain it's real or imagined power
Self-determinism (SD)	Determining the action of self
Pan-determinism (PD)	Determining the action of self and others (non-self) *The word 'pan' is derived from the Greek word for all*

Practical

General

You are about to take a mind apart - your own. It might have already started to come apart just reading the Theory section. I hope it has. How long does it take? It takes as long as you remain in a compulsive games condition with it; stop playing games with it, and it will promptly vanish.

The very best advice I can give you at the outset is to be very positive when you do the exercises; then be very passive and willing to learn when bits of your past show up. In this way you'll most rapidly discover all there is to know about that most fascinating of beings - you.

There is a short list of "Do's and Don'ts" to guide you on your way. You ignore them at your peril.

1. Don't attempt the exercises while your body is tired, hungry, suffering from disease or dietary deficiency, or while under the influence of drugs or medication (including alcohol)
2. The exercises are done with the body's eyes open at all times
3. Do the exercises alone, away from interruptions or distractions

The Golden Rule

An exercise is continued as long as it produces change and is then left

The Royal Road to making a complete cot case out of yourself with these exercises is to change the exercise every time you change. You might as well cut your throat at the outset; it will be quicker and far less messy. The exercises will produce changes. They are designed to produce changes. The benefits are often preceded by unpleasant sensations. If you press on and do exactly as instructed, you will derive the benefit. If you quit when the going gets a bit rough, you could stick yourself with unpleasant sensations for days. What turned the unpleasant condition on will, if continued, turn it off.

Don't panic! (Or in the immortal words of Julius Caesar, who loudly exhorted his legion when the hordes of screaming barbarians came charging over the hill: 'Nonus Panicus Est!'). If your head falls off, quietly replace it on your shoulders (remembering to put on the right way round) and continue with the exercise. It is still producing change.

There are only two pitfalls while doing these exercises:

1. To stop doing the exercise while it is still producing change
2. To continue the exercise after it has ceased to produce change (overrun)

Of these, the first is by far the most serious. Any bad effects brought on by overrun immediately vanish when one realises that one has overrun.

Now what do I mean by change?

Any change in awareness, sensations, emotions etc. A yawn, for example, is a change. It is a sign that unconsciousness is lifting. One therefore goes on with the exercise. However, it is entirely safe to leave an exercise that is still producing change at the end of one session, and continue it at the beginning of the next session. There is a supplementary exercise called "Repair of Importances (RI)" which facilitates this.

Further Advice on Running TROM

It is always best to set aside certain periods of your life to do these exercises. Don't attempt them while crossing busy streets as a pedestrian, or while driving a car; the resulting accident could well put an untimely end to your progress.

The vast majority of the unpleasant sensations that occur 'en route' are associated with various moments in time where your attention has been stuck. As you free up from them, you move through and out of them and into Present Time (PT). There is, however, one other class of phenomena which may occur. This is over-stimulation of the body's nervous system. The sensations here are more startling than unpleasant, but you best know about them or you may wonder what is happening to you. Many things can over-stimulate the body's nervous system, including drugs, allergies and sudden impacts (shock). We all know the sensation of 'seeing stars' as a result of a sudden impact to the skull, or even to other parts of the body.

Electric shock can also produce the same phenomena. The mind itself, by suddenly impinging upon the body, can over-stimulate the body's nervous system too. And this is what can sometimes happen during these exercises.

The exercise simply impinges some part of the mind against the body, resulting in over-stimulation of the nervous system. As a result, you may experience weird phenomena in your body's visual field. It can show as blind spots, patches of flickering light etc.

The phenomena is always of short duration, and after half an hour or so it will fade out. You don't do anything about it. Just understand what has happened. If you wish, go off and rest until the phenomena dies down, then continue with the exercise that turned it on. You must do this, for it is a change.

If you happen to be connected to a skin galvanometer at the time, you will see the characteristic 'zig-zag' motion of the needle that accompanies the phenomena; it would also record strongly on an electro-encephalograph trace. It is not serious, and you are not harming your body, for the body's nervous system is built to withstand enormous over-load before it cuts out entirely and unconsciousness occurs. It just isn't possible to over-stimulate the nervous system this far with the exercises, and the most you will ever manage is a few blind spots or flashing lights in your visual field.

The Skin Galvanometer

If you possess such a device, and know how to use it, then it can assist you to determine when an exercise is no longer producing change. The meter no longer registers significant change. However, the device is by no means essential, for a being is entirely capable of relying upon his own estimation of change.

Even if you do use a skin-galvanometer you will soon outstrip its usefulness, and will find it registering no change even though your senses clearly tell you that change is occurring. Thus, in the final instance, you are thrown back upon your own perception of these things.

However, if you do use a skin-galvanometer to help you early on, then abide by what it tells you. If you know how to use it, the device will not let you down. Early on, the device is more sensitive than your perception; later, your perception is more sensitive than the device.

The device also has an unexpected value in that it gives you something to hold onto with your hands, and thus prevents you from fidgeting and smoking unnecessary cigarettes during your exercise period.

The Five Levels

The practical work is divided into five levels. Each level has its own purpose, and subsequent levels build upon the abilities developed in earlier levels. Thus, you start at Level One and proceed on through to Level Five, where you stay thereafter until the job is done. (I will explain in a moment how most people can enter at Level Two).

No benefit is to be gained by skipping one or more levels, for no further progress can be made until the missed level or levels have been completed. Just as you can ruin a good mystery story by reading the last chapter first, so too can you ruin a good set of exercises by starting them at Level Five. Either nothing will happen at all, or the exercise will put you in hospital. The former is much more likely, but I wouldn't take a chance on it if I were you.

Level One

These are exercises devoted to the discovery of, and improving the reality of Present Time (PT).

Level Two

These are exercises devoted to the discovery of the past, and its evaluation to Present Time (PT).

Level Three

These are exercises devoted to the general Timebreaking of 'then' to 'now'.

Level Four

These are exercises devoted to the discovery and Timebreaking of the Eight Classes of Overwhelm.

Level Five

These are exercises devoted to the creation of conflicting and complementary postulates in conjunction with the Postulate Failure Cycle Chart.

Level One

If this step needs running it can only be successfully completed by a separate therapist. As the being goes into a more and more compulsive games condition with his own mind he becomes more and more fixated upon it, and less and less in contact with the realities of PT. His actions become more and more strange and irrational until, eventually, for his own safety and the safety of those around him, he has to be institutionalised. Everyone who has a mind is in a compulsive games condition with it, and therefore to some degree out of touch with the realities of PT. It is entirely a matter of the degree to which he is out of touch.

There is a make-break point beyond which contact with PT is so slight that any attempt to contact the past will dangerously lessen this tenuous contact, and so easily precipitate a psychotic break. The first step is always contact with PT; only when this is above the make-break point is it safe for the being to contact his past. This is true whether the being is working solo or with a separate therapist. In that the being is never aware that his contact with PT has fallen below this make-break point, we see the reason why Level One is, perforce, a separate therapist step. It's never easy for a being to be aware that he's not aware, which is why you will find a higher proportion of people totally convinced of their sanity inside insane asylums than you will find outside. Their delusional system has become PT to them, and as they know they are in contact with this they 'just know' they are sane. Your truly sane person has no such certainty - merely much positive evidence.

Fortunately, only a small percentage of humanity are below this make-break point, and most of those have a long history of being in and out of institutions. However, there are a few below this point who may have no such history; they are those who possess a 'sane' delusional system. The state is appropriately known as computational psychosis. The being gives all the apparency of being highly sane - if a little too 'fixed' in his ideas. As long as he's not put under stress he lives a completely normal life. But he's a walking powder-keg, likely to disintegrate at any moment. Too much stress can at any time precipitate a psychotic break in such a person. (What is sometimes politely referred to these days as a 'nervous breakdown'). He's immediately hospitalised. Often he recovers - and five years later disintegrates all over the place once again. And he'll continue to do so as long as he maintains such a highly charged games condition with his own mind, and the consequent tenuous contact with the realities of PT.

So only a tiny proportion of humanity require Level One to be run, but if it's necessary it must be run before Level Two is attempted. For the mere attempt to do Level Two can precipitate the psychotic break.

It would be terribly easy for me to say: Well, we have a fine test for Level One. Let him try Level Two; if he spins he was Level One. It is a test, but hardly a humane one. Fortunately there is a better test - and an entirely humane one. It sorts out those who are below the make-break point without spinning them. (The test is in the next section.)

The Level One needs to improve his contact with and reality of PT before he can attempt Level Two safely. It's as simple as that; nothing else is involved. There's nothing wrong with his neurones or psychoses; it's purely between him and PT physical universe. The Level One is, because of his compulsive games condition with his own mind, too far out of touch with the realities of PT to safely attempt Level Two without running the danger of being utterly overwhelmed by his mind, and suffering a psychotic break. In order to contact his mind he has to take a little bit of attention off PT. That may be more attention than he can afford - and so he'll spin.

I'm mentioning this at great length for obvious reasons: I don't want people spinning on Level Two. Particularly when Level One exercises are available from any competent therapist who is trained to use them.

Undoubtedly the foremost experts at this level are the Scientologists, and their 'CCH' exercises are excellent in achieving the desired result. So if you need Level One running, go and see a Scientologist and tell him you want the 'CCH Processes' run. He'll be happy to oblige, and you'll derive enormous benefit from these simple exercises. Then you can start in solo at Level Two.

The Repair of Importances (RI): The Governor

Before we go into Level Two I'd like to introduce you to The Governor. This is a simple exercise that will stay with you during the rest of your solo work. The response to this exercise also determines whether or not it's safe for a person to undertake Level Two, or will require to complete Level One first. People who fail the test yet insist upon continuing with Level Two do so entirely at their own risk. I can only warn you of the dangers, not insist that you abide by my warning. If you successfully pass the test, The Governor will always get you out of any difficulties the exercises may get you into. However, only a person who doesn't need Level One running can make the Governor work for them, and so has this guarantee. I trust I've made my point.

The being, becoming more and more enmeshed in the compulsive playing of games and their accompanying importances, first becomes surrounded with them and then, by contagion, believes that he needs them. Thus he is in the frame of mind of needing to be surrounded by importances. As that which is considered important tends to persist and become more solid, we find the being in the state of actually believing that he needs to be surrounded by mass and solidity (It's the importance he craves, not the mass and solidity.) This soon reaches the point where he feels bad if this mass begins to vanish. Left to himself he solves any scarcity by pulling in around himself more old mental masses. As these old mental masses also contain various unpleasant sensations (pain etc.), he will pull in upon himself these things in order to be surrounded by the accompanying mass. It's an incredible mechanism, and explains so much of life. For example: problems and solutions. The being gets to the stage where he literally cannot afford to solve a problem without first ensuring that his solution will create a larger problem for him than the original problem. (He always likes to be on the safe side, and be sure that his 'importance quotient' doesn't diminish.) His life becomes like one of those old Laurel and Hardy films, where, in endeavouring to solve a simple problem a larger one is created, and in attempting to solve that... etc. The audience used to curl up in laughter at their antics - then promptly go home and do much the same things themselves! I wonder how many wives have regretted asking their husbands to replace a tap washer - as they stood viewing the smoking ruins of the family home?

The exercises from Level Two onwards tend to dissolve mental mass at an accelerating rate. Thus, the exercise is at variance with his compulsion to be surrounded by mass (importance). This is a very real dilemma, and there is only one final solution to it:

The being must replace the old mass (importance) with mass of his own creation

In this way he can do the exercises which vanish the unwanted mental mass without compulsively pulling in around himself further unwanted mental masses to fill the vacuum so produced. In the final instance this is the only way that he will ever 'let go of' his mind. While he is in the frame of mind of needing importances, he will never permit one to vanish until he is assured that he can easily replace it with another.

Early on the being is like a prisoner who has been incarcerated in a cell for all of his life. He has come to believe that he needs the walls of his prison, and if suddenly freed will demand to be locked up once more; failing this he will rush into the nearest room, slam the door after him, and hide. This mechanism is well known by prison authorities who have to deal with long-term prisoners; it is one of the hidden benefits of the parole system.

Right now you are like such a long-term prisoner regarding your own mental mass. You've come to believe that you need it, and so will pull in round yourself more mental mass to replace that which the exercises causes to vanish. Thus, we have to repair the importances we vanish with self-generated importances or the being will soon get himself into a frightful mess. He will find himself in possession of highly persistent aches and pains he knows not what of, as well as a host of other unpleasant emotions and sensations. This mechanism, if not understood and allowed for, will sooner or later bring any psychotherapy to a grinding halt. (The researcher was thus led to believe that his therapy was of no use; when, in fact, it was working all too well...)

Creative RI

So, the Repair of Importances (RI).

Commands:

a) Bring something into existence
b) Have another bring something into existence

a) is run over and over until there is no more change; then b) is likewise run. Then a), and then b) again, until both produce no more change. The creations should be placed around you 360 degrees spherical. You don't have to do anything with the creations; the act of creation is sufficient. Quality of creation is far secondary to quantity of creation; abundance is of the essence.

There are alternate commands:

a) Create something
b) Have another create something

The word 'create' is for many an emotionally charged word, and these people will find the preceding commands easier. They mean the same thing.

Third alternative:

a) Create an importance
b) Have another create an importance

Many will prefer this set, and should use it.

In passing, those who have followed the theory so far will have realised that one sure way to louse a being up is to convince him that he cannot create. Once he is convinced of this lie he is, of

course, trapped forever - not only in the universe, but in the compulsive playing of games. In the final instance only his creativity will free him. Thus, the 'entrappers' of this universe basically sing only one song: 'Thou cannot create'. They don't have to sing any others; this one is quite sufficient to do the trick. It's a mournful dirge and appears under a myriad guises.

While running RI it is not necessary to perceive ones creations. The certainty that one has created is sufficient. Lack of perception is a very poor proof of non-existence. (There are many Chinese stirring their rice pots in Peking right now. The fact that you cannot perceive them doing so is no proof that they aren't there doing it.)

Early on many beings find themselves plagued by 'non-perception' screens, which prevent them from perceiving their own creations. As you progress through the levels you'll become more and more aware of these screens. Finally you'll vanish them, and thereafter be able to perceive your own creations. Some beings have always been able to perceive their own creations - often in glorious Technicolour - and will wonder why I'm making such a fuss about all this. These notes aren't for you, but for the being who has got himself backed up hard against a 'no-perception' screen - either one of his own, or someone else's.

[Refer to: Addendum #1 Theory Section for more detailed information on the subject of screens]

RI by Perception

There is another class of RI called RI by perception. This is where the being repairs his scarcity of importances by increasing his contact with, and reality of, an existing importance in the PT physical universe. As any solid object has a residual importance postulate within it, we therefore see that a being can repair his scarcity of importance by physically contacting such a solid PT physical universe object. Grasping such an object with your hands and feeling its solidity, temperature, texture etc., will repair importance. Many beings who have difficulty with the creative RI commands will be able to use RI by perception. Any being who can use the creative RI exercises will also be able to use RI by perception, but should use the creative version by preference. Any being who can only use RI by perception early on should from time to time during the levels have another go at the creative versions. Sooner or later one will 'click', and thereafter should be used in preference to the RI by perception method. The only difference between the two methods is that in the creative version the being is actually generating the importance. He's got to be able to do this eventually, and the sooner he gets onto it the better. RI by perception will work alright up to the top of Level Four, but Level Five, being intensely destructive of mental mass, really does require the creative version to permit its successful completion.

The immediate effect of running RI is to de-intensify any compulsive games condition you are currently engaged in, whether with your mind or with life in general. It 'cools' the game. Thus, the exercise is an extremely valuable one for a being to use at any time. It de-intensifies stress of all types, and is infinitely preferable to the taking of drugs for this purpose. Use it. (Just before you

sink the meat-axe into your mother-in-law's skull pause and run a little RI; you'll find you'll be able to put the axe away.)

RI also has this remarkable property:

You cannot overrun it

Being an entirely natural ability of life, it's quite impossible to harm yourself in any way by running RI. It stops producing change after a while, but further running of it does not produce overrun symptoms.

However, RI can be badly under-run when it is required. This is a definite pitfall, and one you should avoid.

The main use of RI during the exercises is to act as a lubricant. It keeps things going smoothly. It should be used in generous amounts. It must be used at the following times:

a) Between the ending of one exercise and the start of a new one
b) At the beginning of every session
c) At the end of every session
d) During the session if the going gets rough – i.e. you suffer an intolerable amount of unpleasant sensation

Bluntly, these exercises will not work in the absence of RI (Level One is the only exception to this, but as Level One is almost entirely perceptual RI the rule still applies). In the absence of RI the exercises will very soon grind to a shuddering and rather painful halt.

When in doubt - run RI. Whenever you run creative RI in session always run both commands to no further change. Do not leave it while it is still producing change. The second command is just as important as the first. Do not leave either while they are still producing change. The exercises will 'run down' your stock of importances; use RI to repair it. Thus, although RI is run to no further change, just the doing of the exercise will make it produce changes once more. Early on your tolerance of loss of importance is very slight, so RI will have to be run frequently; later your tolerance increases enormously, and you have a much wider latitude in these things. However, never will you be entirely free of the necessity to run RI as an adjunct to the exercises until you've got to the very end of Level Five and achieved Nirvana.

The Test

We are now in a position to determine whether or not you can begin at Level Two, or first have to complete Level One.

The test is very simple. Just work your way through the list of RI commands. Creative ones first. Give each pair a good run before you move on. You are looking for changes. Any changes. If it produces any change it's a usable RI command. If none of the creative list produce a change, then up on your hind legs and start getting your paws into contact with the walls and floors and tables in your room right now. OK. You found one? Good. Now run all the change out of it. I don't care how long it takes. Run all the change out of it; run it until it's strictly ho-hum. Good. Feel better? Fine. You've now 'topped up' your reservoir of importances; and are ready for Level Two.

Alright, I haven't forgotten you others. Don't tell me: nothing happened. It all seems silly, does it? Tell me, Did running perceptive RI make you feel a wee bit queasy in your stomach? Touching all those solid objects? It did? Good. Continue with it until you feel relaxed once more. You are up to doing Level Two. Just make with the paws on the furnishings for an hour or two; it will work wonders for you. However, if you don't feel up to it, then go and see a separate therapist who is skilled in Level One exercises and let him help you do it.

And, finally, those to whom absolutely nothing happened at all during the test. You aren't up to tackling your mind solo right now. Don't try it - it could put you in hospital. You need Level One. Go see a separate therapist and get it run. But don't let him 'tinker' with your mind until Level One has been properly run, for even with a separate therapist it's not entirely safe for you to do so until Level One has been completed - even though he has a sympathetic ear, and a nice leather couch for you to rest your bum on. Get Level One run, and I'll see you later - all chittered up and ready to tackle Level Two solo. (Oh yes, when Level One is properly nulled you'll find one of the RI commands will work for you).

Level Two

Purpose: To find the past. To exercise the being in evaluating the past to the present.

Now I'll be brutally honest with you. If you need this level running badly it's going to hurt. It all depends upon how severe the compulsive games condition is between you and your mind. If you're rather chummy with your mind the exercise will be a breeze, and you'll enjoy it as well as deriving benefit from it. However, if you are a mass of so-called repressions and inhibitions you are in for a hot time of it. You'll probably be absolutely sure that you are going to die before you've got your teeth a couple of inches into this level. There's nothing like Level Two to separate the men from the boys. Crack this one, and the rest is easy. However, the level must be done, for there's no other way to get a being to be able to Timebreak.

Use RI liberally. Don't be a martyr - run RI when the going gets rough; you've nothing to gain by suffering any more than you have to. This level is designed to crack the compulsive games condition you are currently in with your own mind. It does it with ruthless efficiency - to the full extent you are currently capable of achieving. But I'll tell you this: once you come out the other end you'll have lost all fear of your own mind. You'll know with absolute certainty that there's nothing it can do to you that you can't handle. You're over the biggest hump. The being who has successfully completed Level Two has said good-bye to separate therapists: he now knows he can do what has to be done alone. If this technology ever becomes lost to mankind it will only be because some faint hearts could not confront the horrors of Level Two, and so will change it all into something pleasant - and useless.

Never miss it: Level Two is the only barrier that sits between mankind and the attaining of Nirvana. He cannot face Level Two, and so he goes to a separate therapist to help him through it - never realising that by so doing he has negated his own responsibility in the matter, and so doomed himself to failure. He must do this step alone, or he'll never be able to cock a snook at his own mind; there is no other choice.

So Level Two will be a baptism of fire for many of you. So be it. Press on. I've known the successful completion of this level to cure chronic alcoholism in a being all by itself, so the results are well worth attaining. Remember: you've lived through the original of whatever your mind has to throw up at you, so you can live through the recall of it, The last thing you do before you expire is - run RI. Then you won't expire. Get it? Then you continue on with the exercise. Get it?

Commands:

a) Select a non-significant past scene (Masochists can select a significant one.)
b) Select an object from this scene.
c) Find an object in PT (one you can see with your eyes) that is different from the past object.
d) How is it different?

Repeat c) and d) (It's permissible to use the same PT object over and over again if you wish) until no more change; then:

e) Find an object in PT (one you can see with your eyes) that is similar to the object in the past scene.
f) How is it similar?

Repeat e) and f) until no more change, then repeat c) and d). Continue until both c) and d), and e) and f) produce no more change.

g) Select a new past object, either from the same past scene or a different one
Repeat c) and d), then e) and f) with this new past object until no more change.

Continue the exercise, using more and more significant past objects, until no more change occurs with any past object you care to select.

Now do the exercise with past persons. Select them one at a time, and complete the exercise with each person. Continue until no more change occurs with any past person you care to select.

As you do this exercise, and the compulsive games condition between you and your mind begins to break down, you'll find that it becomes progressively easier to place the 'then' and 'now' objects side by side for comparison purposes, until you are quite easily able to view both the 'then' and 'now' objects simultaneously. You are learning to Timebreak. By the time the exercise has gone null you'll be an expert Timebreaker. Don't rush the exercises; nothing is to be gained by so doing. Once started on a past object or person you should persist with the object or person. To change around all the time will not make it easier for you; you are just prolonging the agony - and the exercise. Run the changes out as you go, that is always the fastest way.

Remember: you are running out a compulsive games condition between you and your own past. The exercise continues to produce changes as long as this compulsive games condition is highly charged; as the compulsive games condition quietens down, so the exercise ceases to produce change. You end up feeling quite different about your past - quite friendly towards it - as well as being a competent Timebreaker, and so ready for Level Three.

Level Three - General Timebreaking

Timebreaking Definition: The simultaneous viewing of 'then' and 'now'.

If Level Two has been properly done then Level Three will be easy. It's just a romp around your past; learning your skills and applying them. However, if you've skidded off Level Two and hope to find salvation in Level Three I have some bad news for you. Either nothing will happen, or all the things you hoped to avoid will come back and haunt you at Level Three. And, what is more, you'll be stuck with them from here on out. You've either 'cooled' this compulsive games condition you are in with your past at Level Two, or you haven't. Level Three is no place to be playing this sort of game. Simply because while you are still playing this game you cannot effectively Timebreak, so the exercises will not benefit you. So, if in doubt about whether Level Two is finished, then it's not finished and you must go back and finish it. Then, and only then, will Level Three help you.

Once Level Two is complete the being is able to comfortably place 'then' and 'now' objects side by side for comparison purposes. Indeed, it will be found that the comparison has become largely automatic. Once he so places them the comparison occurs almost instantly. This is as it should be. A being cannot view through time; this is an illusion. He can only view across a distance. Everything you view, you view right now. The action of simultaneously viewing 'then' and 'now' breaks the illusion of time. It literally breaks time - Timebreaking. While the being continues to try and compare the 'then' and 'now' objects while still considering them in different moments in time he never achieves a full comparison; thus, he never achieves a true evaluation of their relative importance, and the 'then' object still retains a residual command power over him. Once Timebroken, the command power of the 'then' object is vanished forever. This cannot be done until the illusion of time is broken: the illusion of time is broken once it is done. There's nothing mystical about this; it's all good, solid natural law. How can his past influence him if his past is now in the present? Flip... See it?

Commands:

a) Select a past scene. Become simultaneously aware of the scene and PT around you. Don't try and Timebreak all of the scene at once. Take it a bit at a time. Continue to do this until the past scent 'fades' - i.e. begins to 'fall away' in intensity compared to PT.
b) Select a new past scene, and repeat a).

Continue until you are willing and able to Timebreak all your known past.

This exercise will take many hours - joyful hours! - and you are gaining all the way. The past will first be found to become increasingly intense in perceptics, then to progressively vanish. As the level nears completion you'll be hard put to find new scenes to Timebreak, and will be searching for them. This is quite normal. Run RI as necessary. The exercise is not particularly destructive of importances - compared to Level Two, say - but RI will speed your progress considerably. Every so often you'll come across a scene that just will not Timebreak. Not to worry. Just roll up your

sleeves and drop back to Level Two regarding it and start finding some differences and similarities between the scene and PT, suddenly it will flip out easily. Run a bit of RI at this point. You've found a 'sticker'. There's something in that scene; more to it than meets the casual gaze. You'll be picking that one up again later on Level Four or Five. At this stage we are only interested in Timebreaking it.

As you get well into this Level Three don't be shy about having a good nosy around in these past scenes. They are your past, you know. Spread yourself out and have a good look around. Go take a walk through these scenes. Find a scene with a bus in it; get on the bus and see where it takes you. You'll be amazed! Each scene is a complete universe at that moment in time. It's all there - if you care to take a look.

Tch, Tch. I shouldn't have said this. Let’s be more scientific. Here we go: During this level, or the subsequent ones, you'll find yourself occupying a viewpoint exterior to your body in PT; you'll also find yourself occupying exterior viewpoints to the ones you occupied at the time during the past scenes. All this is quite normal. A being is natively capable of occupying any viewpoint he so desires in any scene, whether 'then' or 'now'. This ability is returning to you. Very soon you'll be continuously operating your body in PT from a viewpoint exterior to it - simply because it's more comfortable and natural to do so. (And you'll do this despite the fact that science has conclusively proven that the 'ego' is nothing more than a figment of the brain!)

Although the past will progressively vanish during this level, nothing is being lost except the enforcement to view it; any part of your past that has been Timebroken can easily be brought back into existence once more merely by desiring to view it.

As you complete this level you will get your first preview of Nirvana. For the first time you will feel free of your past, and no longer feel it pressing around you; the endless 'chatter' of the mind will at last be still, and you'll be able to experience the tranquillity of utterly still beingness. Unless you actually recall something your past will remain in a state of total vanishment. This, again, is as it should be. If you've been connected to a skin galvanometer during your exercises, the completion of Level Three will show the instrument now sitting quite motionless at 12,500 ohms for a male, and 5,000 ohms for a female. The needle is quite calm and lifeless. Indeed, from this point onwards the skin galvanometer will never move much again. It has served its purpose, and can now, if you wish, be discarded. Your perception of change is now equal to or superior to that of the instrument.

However, Nirvana is still a long way off. But you've now got your feet a couple of rungs up the ladder, and know which direction the ladder is taking you. Level Four will get you up another couple of rungs, and give you an insight into how you ever managed to get a mind in the first place.

Level Four

Purpose: The systematic discharge of the eight classes of overwhelm.

The completion of Level Three signifies the end of your mind impinging upon you in session involuntarily. However, it will still be found to impinge upon you involuntarily in life to some degree - even if you are now capable of Timebreaking it back out of existence again as fast as it appears. You'll find that you just cannot maintain your state of inner stillness amidst the hurly-burly of life. Away from life and alone, you can by Timebreaking get yourself to a state of total peace and relaxation in a matter of minutes; but you'll find it difficult to maintain it while on the hoof, so to speak. It's now time to do something about this state of affairs. There's clearly still things in that thar mind of yours that you know not what of. This is the whole subject of Level Four.

Once Level Three is complete you'll find that you have to actively stimulate your mind in session before any of it will appear. What is happening is that it's becoming more and more under your control, and less and less under the stimulus-response control of the environment. From this point onwards you can expect this tendency to increase. Eventually, only you will be able to stimulate your mind; the environment will have lost its power to do so. Level Four will start you in this direction, and Level Five will complete it. To do this we have to take up the whole subject of games. Playing games got you into the mess and the understanding of games will get you out of it once more. You used to be an expert games player. You are going to be an even greater expert very soon - so great an expert that you will see the futility of them, and so give them up for the infinitely greater joys of Nirvana. Never miss it: the route to Nirvana for the compulsive games player is through the voluntary playing of games and then out the other side. You don't get there by running away from them and contemplating your navel. You get there by running through the whole gamut of games play in exercise form. That is Level Five. Level Four prepares you for this by getting you to take a look at the subject of overwhelms, for this is where a lot of your 'livingness' is tied up. You need to free this up before you embark upon the rigours of Level Five. Level Four will also vanish another large and unwanted chunk of your mind.

The Eight Classes of Overwhelm

1) Forced to Know
2) Preventing from being Known
3) Prevented from Knowing
4) Forcing to be Known
5) Forced to be Known
6) Preventing from Knowing
7) Prevented from being Known
8) Forcing to Know

We are going to work our way round this list, from #1 to #8, round and round, Timebreaking everything that shows up as we go. There's no need to be shy about the nasty things you've done in your time; we've all done such things. You're working solo, and no one but you need ever know about the gruesome details. That's right, now you can Timebreak there's no longer any need for the confessional. You become your own confessor. Just Timebreak it all out; that's all its necessary to do. Get it all nicely Timebroken - the guilt feelings, the blame, the shame, the regret, the whole works. Lock the door and plug up the keyhole if it makes you feel a little bit better. But let’s get it done, shall we?

Command:

- Get the idea of being ‘Forced to Know’ (Class #1)

Just punch the concept into your mind, and Timebreak any incident that shows up. Don't try and force the pace; just take your time.

- Now punch out the 'Forced to Know' idea again. Get anything that shows up Timebroken. Continue with this command until nothing further shows up, and you've run it dry. Now run RI.
- Now move to Class #2. Run it just the same as Class #1.

Continue through the Class list of overwhelms. Run plenty of RI, for this level tends to chop it up a wee bit.

- When you've completed through to Class #8, go back and start in again at Class #1. New material will show up

Continue round and round the list until there is no further new material, and no further change. When in doubt - run RI.

As you work with these classes you will find that you are taking bits here and bits there out of incidents. That's quite alright. Many upsetting incidents contain more than one type of overwhelm; really hot ones can contain all eight! You can see how it is that beings get into such a terrible mess with these things. One thing we know about games play: it's never orderly; anything can happen - and sooner or later will. These overwhelms come apart best in the sequence I've

given them. They come apart this way much better than trying to run the incidents in a consecutive time sequence. There's nothing which says an incident has to be run in its strict temporal sequence; that is just being a slave to the illusion of time. The sequence you are using is the basic game sequence, the sequence in which the whole mind is stacked. That's why it comes apart easiest this way. So run the sequence from #1 to #8, round and round, and you'll get there fastest.

Early on only a few classes will produce material, then later other classes will spark off and produce for you. Soon you'll be finding all classes more or less live. Just clean each one up thoroughly before you leave it. Then they all begin to fade, until finally you are unable to punch any new material into view for Timebreaking.

Level Four is now complete. When it's complete you are no longer bothered by any of the overwhelms on your known time track. If this is not the case, then Level Four is not complete.

It's as simple as that. Those eight classes are the complete list of overwhelms (upsets). There are none outside of that list. Just go round and round that list until the job is done. There are no inhibitions, repressions, suppressions, withholds or anything else ever dreamed up by the tortuous minds of psychiatrists that is not one or other of those eight classes. You've got them all. And you've got all those that have yet to be discovered, as well!

Just get the job done. It won't take anywhere near as long as you think it will.

Good. You are now ready for the rigours of Level Five.

The environment is now virtually incapable of triggering your mind against your conscious choice. Only you can do it now - and even you are having trouble! Only the creation of raw postulates can take your further. That is the whole subject of Level Five.

Level Five

Purpose: To exercise the being in the creation of complementary and conflicting postulates in accordance with the Postulate Failure Cycle Chart.

The completion of Level Four signals that the being is ready to work with pure postulates. In point of fact he has no choice in the matter, for only by the creation of postulates is he able to progress further. Nothing else is capable of stimulating his mind, and so producing material for Timebreaking.

At Level Two the being only has to think of something in order to have mental mass flying round his ears. By the time Level Four is complete only the creation of raw postulates will trigger his mind in the slightest. This is as it should be. Raw postulates are very rare things in life these days - which is precisely why the being's mind is so little triggered by life once Level Four is completed. Humanity at large does not create effects by direct postulates; they cannot use direct postulates; they work on 'systems' of getting things done. A man may shout and rave at you, but it's all noise and bluster; the actual postulate content of his tirade is virtually nil. If he were capable at handling postulates he would speak in a whisper, and people would feel compelled to do as he asks... The power of the silent postulate. Mankind has many 'systems' of power. Wealth is one of them. It permits a man to make his postulates effective when the true power of his postulate is close to zero. As the being comes up the line he progressively abandons his 'systems' of power and returns to the direct postulate. And in so doing his life becomes incredibly simple and uncomplicated.

So when we reach Level Five we are, as they say, down to the nitty-gritty: the basic building blocks upon which the mind is built; the four basic postulates which go to make up life and games play.

A postulate is a causative consideration; it is a consideration which contains an intention that something will occur. (The flavour of its meaning is contained in the old Latin '*postulare*' - to demand.) One creates a postulate like one creates anything else: one brings it into existence in a certain location in space. Early on you may like to surround your postulates with mass. That is quite alright. You can create them with pink stripes and funny hats on if you wish; they are, after all, your creations. Later on you'll be able to do this without the mass, and just create the pure postulate.

A being tends to feel at the completion of Level Four that there is very little of his mind left. This is not so. The truth of the matter is that the vast majority of the mind is still there intact at the completion of Level Four. The illusion of vanishment only occurs because there are so few pure postulates in everyday life to stimulate the mind, so it stays out of existence. Get a spear through your guts and you'll soon realise that you've got a lot of mind hanging around still - as those mental masses begin to fly around you once more. That spear, you see, is a bit of solid postulate, and will get things jangling once more.

So even though Level Four is complete we still have a residual hard-core of mind left, and our job on Level Five is to bring it into view so it can be Timebroken. As your power of postulate increases on Level Five, so you'll be able to spring more and more of this into view; this in turn will improve your power of postulate even more, which will permit you to spring even deeper levels into view. And so on until the job is finally done. How capable will you be? I don't know, for to the very best of my knowledge no one has got there yet. You write and tell me about it. I do know this, though: the sky is a lot higher than you think. Even when you can knock a couple of planets out of orbit with the whisper of a thought, you're still only a babe in arms in terms of your full potential. Only life has ever put a limit to the ability of life.

There's No Going Back!

One last word before we go into Level Five proper. Be sure you want to make the trip. There's no going back, you know. Can you go back now and enjoy the games you played as a five year old? Once you walk this road you can't get off it. My advice is to take someone with you, or you'll soon be running a terrible scarcity of people to talk to about the really interesting things in life. If you don't fancy yourself as a being with god-like abilities, on the other hand, then the top of Level Four is the place to quit. You are still more or less human, and Level Five will soon change all that.

Are you coming? Good! Nice to have you along.

The Postulate Failure Cycle Chart Explained

At this point take out the Postulate Failure Cycle Chart and study it. I advise you to make your own copy of it on a piece of cardboard. This can be folded to fit into a plastic sachet, and so be carried around with you without getting all crinkly and dog-eared. The chart is worth studying, and there is always something to be learned by looking at it. Indeed, it will soon become a very valued possession. There is a great symmetry and beauty about the chart, which grows on you as you use it. There is a great oddity about this chart: It is almost impossible to remember it! Which is quite understandable once one begins to appreciate its true significance. (It took me six months to get it exactly right.)

The chart is divided into 8 major levels; each level is sub-divided into two sections. This gives us a total of 16 possible games situations regarding an effect. You'll also notice that the chart is divided into Origin and Receipt, and Self and Others. Self and Others is self-explanatory.

- Origin means the originator in a game;
- Receipt means the responder in a game.

Receipt responds to Origin; Origin causes Receipt to respond. It's purely a matter of who starts, or originates *(and/or originates the end of)*, the game.

[An updated chart has been included which no longer specifies Origin and Receipt as per Dennis' writings, instead an arrow is shown which provides this information. Thus, Origin Flows to Receipt.

Through this it has become apparent that a further distinction should also be made:

Origin in Game Levels relates to who originates the 'Start of the Game'; Origin in Overwhelm Levels relates to who originates the 'End of the Game' Overt Overwhelms]

So we have 16 possible game situations regarding an effect. There aren't any others. (There's a standing prize going for the first being who can find any!)

The 16 consist of 4 overt overwhelms, 4 motivator overwhelms, 4 origin of games, and 4 receipt of games.

Life goes from 8B to 1A; we work from 1A to 8B. Always. The reason for this is that later games occlude earlier ones. So we start late and go early. This means we are running life in reverse. You'll soon get used to this, though early on it can be a bit puzzling. We don't have any choice in the matter. Have you ever tried peeling an onion from the inside? You peel it from the outside inwards; you peel your mind the same way. Your mind is very much like an onion in this respect. If you want to waste time you'll run the chart from 8B to 1A; it's a great way to get nowhere fast. It's also a guaranteed way to put yourself into deep apathy. (Oh boy, if you really wanted to louse this Level Five up, that is one sure way to do it. Talk about booby traps...)

The being, in life, enters games with an effect at 8B; after many vicissitudes he quits playing games with this effect at 1A. No more games are possible with this effect once 1A is reached, as all four postulates are now in failure (overwhelm) both as SD and PD. Check it through and you will see that this is so. He now goes back in at 8B with a substitute effect, and starts the circuit all over again. (Talk about futility!) So the chart is really circular, and 8B should be folded round to join 1A forming a cylinder. (I believe there is something in Eastern religion called 'The Wheel' which is similar to this. Or maybe they had this chart once out East and lost it...)

The next point is that the chart only shows the SD postulates. The PD postulates you have to put in yourself. There's no difficulty in this, for they are always the complementary postulate to the SD postulate.

[Note: The 2021 chart includes the SD and PD postulates – a circular Wheel PFCC is also shown]

To save you looking them up in the Theory Section the list follows:

	SD POSTULATE	**PD POSTULATE**
1	Must Be Known	Must Know
2	Must Not Be Known	Must Not Know
3	Must Know	Must Be Known
4	Must Not Know	Must Not Be Known

You'll need to learn this list; it's not difficult.

Revised Postulate Failure Cycle Chart Regarding an Effect (2021)

	Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type	End Result	Postulates in Failure
		PD	SD		SD	PD					
LEG 4	1A	MBK[1]	MK[1]	<--	MBK	MK	MO	1) Forced to know	Inflicted	Valence Shift (self)	SELF
	1B	MNBK	MNK	<--	MBK	MK	GR				
	2A	MNBK	MNK	-->	MBK	MK	GO				
	2B	MNBK	MNK	-->	MNBK[1]	MNK[1]	OO	2) Preventing from being known	Rejecting	Leg Shift (other)	NOT-SELF
LEG 3	3A	MNBK[1]	MNK[1]	<--	MNBK	MNK	MO	3) Prevented from knowing	Deprived	Leg Shift (self)	SELF
	3B	MBK	MK	<--	MNBK	MNK	GR				
	4A	MBK	MK	-->	MNBK	MNK	GO				
	4B	MBK	MK	-->	MBK[1]	MK[1]	OO	4) Forcing to be known	Revealing	Valence Shift (other)	NOT-SELF
LEG 2	5A	MK[1]	MBK[1]	<--	MK	MBK	MO	5) Forced to be known	Revealed	Valence Shift (self)	SELF
	5B	MNK	MNBK	<--	MK	MBK	GR				
	6A	MNK	MNBK	-->	MK	MBK	GO				
	6B	MNK	MNBK	-->	MNK[1]	MNBK[1]	OO	6) Preventing from knowing	Depriving	Leg Shift (other)	NOT-SELF
LEG 1	7A	MNK[1]	MNBK[1]	<--	MNK	MNBK	MO	7) Prevented from being known	Rejected	Leg Shift (self)	SELF
	7B	MK	MBK	<--	MNK	MNBK	GR				
	8A	MK	MBK	-->	MNK	MNBK	GO				
	8B	MK	MBK	-->	MK[1]	MBK[1]	OO	8) Forcing to know	Inflicting	Valence Shift (other)	NOT-SELF

MBK: Must Be Known
MNBK: Must Not Be Known
[1] MUST = 'Cannot Help But'

MK: Must Know
MNK: Must Not Know

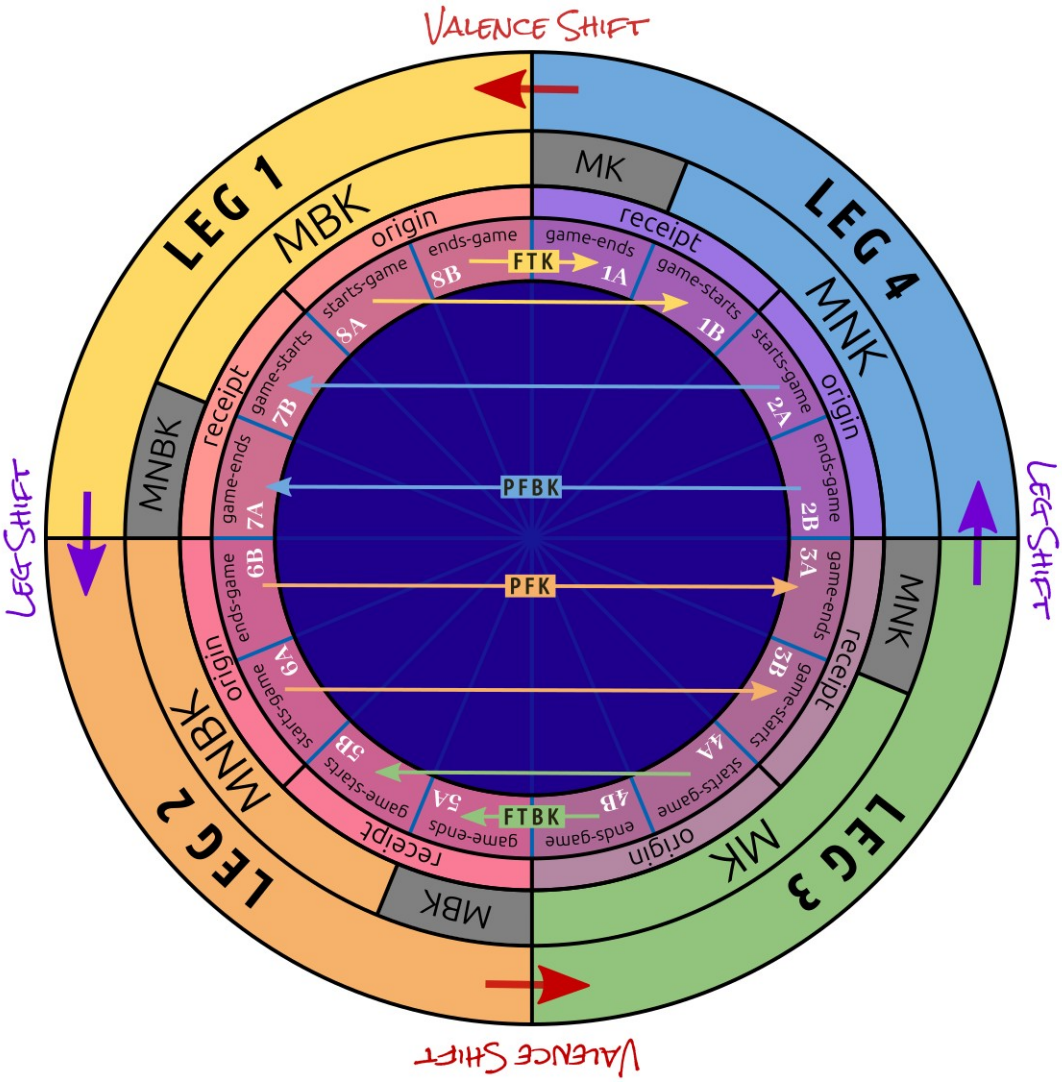
GO: Game Originator
GR: Game Responder

MO: Motivator – Overwhelmed
OO: Overt – Overwhelm

‘The Wheel’ – A Circular Postulate Failure Cycle Chart

Here is presented a circular version of the 2021 chart, which brings the whole cycle back onto itself, note that the use of starts-game, ends-game, game-starts and game-ends has been introduced to show the four potential Class Types.

	CLASS TYPE	GAME REFERENCE
1	Overt – Overwhelm	Ends Game
2	Game Originator	Starts Game
3	Game Responder	Game Starts
4	Motivator – Overwhelmed	Game Ends



Life Situations

Next I'd like to recap for you, so you are absolutely sure of what we are doing on Level Five. It's necessary to be very clear in your mind on the differences between the following life situations:

A No-Game Situation

This is a complementary postulate situation. You look at a wall; the wall is there ‘To be Known’, and so you know it. It's 'be Known' and 'Know'; complementary postulates. This is not a game situation. There is no postulate conflict; all the postulates match up. I'll leave it to you as an exercise to spot life situations for the other three sets on the above list.

Remember: Complementary postulates enhance affinity; conflicting postulates detract from it.

A Voluntary Game Situation

This is a conflicting postulate situation. You look at a wall; the wall is there ‘To be Known’, and you decide you don't want to know about it. It's 'be Known' and 'Not Know'; conflicting postulates. Thus, this is a game situation, for there is postulate conflict; the postulates are in opposition. I'll leave it as an exercise for you to spot life situations for the other three sets on the above list.

A Compulsive Game Situation

This is identical to the voluntary game situation except that the game is compulsive. The being feels compelled to play it; he's lost his freedom of choice in the matter. He sees the wall and has no choice but to 'Not Know' it.

Ending Games

While the game is voluntary, the being can always end it by adopting complementary postulates. E.g. He stops fighting the wall and adopts a 'know' postulate regarding its 'be Known' postulate. End of game.

All games can be ended in this manner. No exceptions. If you want to stop any game you are engaged in you only have to adopt the complementary postulate to the one being held by your opponent, and the game promptly ends. He too, of course, can end it by adopting the complementary postulate to yours. You cannot force any being into a game who insists upon adopting complementary postulates to your own. Thus, a being who is free from the compulsion to play games can never be forced into a game against his choice. He'll play only as long as he wants to play, then, if you try and force him to continue, he'll merely go into a complementary postulate situation with you. There's nothing you can do about it. I mean, you can't even complain that you've lost the game, for you've clearly won it! Or have you? For you never overwhelmed him. I leave you to ponder this, for it has a large number of interesting philosophical ramifications.

But what of the being in a compulsive games condition? Ah, he must go on playing. He cannot ever end the game. He's in it for keeps. He must go on, and on, and on... Just like time goes on, and on and on in the universe. Now do you see what I mean when I say that in the absence of games, space and time cease to exist? The whole universe is kept chugging along through time and endless change by life engaged in a compulsive games condition.

A being achieves Nirvana when he can adopt complementary postulates with the whole universe. Then, and only then, can he leave the universe and go in search of pastures new. Until that point is reached the being is always to some degree trapped in the universe.

The route out is from the compulsive playing of games, through the voluntary playing of games, to an ending of all games by the adoption of complementary postulates and so the achieving of a non-game situation: Nirvana.

So let us be very clear about the direction in which we are travelling on Level Five. There is nothing wrong with playing games, for games are fun; but there is an awful lot wrong with having to play games. The trap is not in the playing of games. The trap lies in the fact that the playing of games leads to the compulsive playing of games. That leads straight into every trap this universe contains. We only have to return to the being his freedom of choice in the playing of games and the job is done.

Using the Postulate Failure Cycle Chart

Now, once more take out the Postulate Failure Cycle Chart. The chart can be divided into 8 'Games' levels, and 8 'Overwhelm' levels. 'Game' and 'Overwhelm' are all part of games, but we need to separate these levels from a practical point of view.

The Game Levels

First, the game levels. In each one of these levels there are actually four postulates on the board (The term 'on the board' comes from the game of chess, and I use it in the sense of 'in play'). There is your SD postulate (shown on the chart), your PD postulate (not shown on the original chart); your opponent's SD postulate (shown on the chart), and your opponent's PD postulate (not shown on the original chart).

Your PD postulate is 'out there' where your opponent is. Your opponent's SD postulate is where he is; his PD postulate is over where you are. You are trying to get him to adopt your PD postulate; he is trying to get you to adopt his PD postulate. If either succeeds an overwhelm occurs, and the game is lost or won; the overwhelmer is the victor, the overwhelmed is the vanquished.

The Overwhelm Levels

In each of these 8 levels there are only 2 postulates on the board: Those of the overwhelmer. His SD postulate is still where he is. His PD postulate is now entirely round the vanquished (who is convinced of it). The SD postulate of the vanquished has now gone off the board; with it, of course, goes the PD postulate of the vanquished. Both the SD and PD postulates of the vanquished are thus off the board (out of play) at the point of overwhelm. Where have they gone to? They are in failure: they are no longer considered tenable in that game. (The vanquished may resurge and play another game of this type later in time, but that game with that particular effect is lost in the opinion of the vanquished.)

So in all 8 game levels on the chart there are 4 postulates on the board, while in all 8 overwhelm levels on the chart there are only 2 postulates on the board.

In the overwhelm, the vanquished literally buys the PD postulate of the overwhelmer. He considers this PD postulate as his own. Thus, in every overwhelm we see a misownership of postulate. It's entirely a matter of conviction. The overwhelmed is now convinced that 'this is the way things are' - and so misowns the PD postulate that overwhelmed him. However, as soon as he spots the misownership the overwhelm vanishes, and his own postulates reappear. But until he misowns the postulate the overwhelm never occurred! See it? It's all a matter of conviction. It's very necessary, when working at the overwhelm levels of the chart, to be aware of this overwhelm and the misownership of the PD postulate. These levels don't come apart otherwise. Once the being has fully bought the PD postulate of his opponent in a life game, he now adopts it as his own SD postulate and moves to the next level upwards on the chart (towards 1A). In the

exercises, however, once he frees the misownership at the overwhelm level he is able to move down (in the direction of 8B) to the next level of the chart, for these postulates are now once more available to him.

If you've been following this closely you'll have realised that at the overwhelm level we have the semblance of a no game situation, for there is no longer any conflict between the postulates; they are, indeed, complementary. (Every torturer knows that sufficient torture will render his victim 'compliant'.)

This is also why a being cannot immediately be free of the entrapping influence of past games by adopting complementary postulates in all directions in his everyday life. All he will succeed in doing is throwing himself into his past overwhelms. This is why the edict 'Love thy neighbour as thyself' is so incredibly difficult for a being who is heavily enmeshed in games to apply with any great benefit. I'm not saying it's impossible, and is not a route out, but I am saying that, due to the overwhelm mechanism, it's incredibly difficult to apply across the boards and so attain Nirvana.

Level Five gets over this difficulty by simulating the overwhelm, and thus freeing the being from it; by playing these games in exercise form he comes to grasp the true nature of the factors involved, and thus is no longer influenced by them. It also gives him a look at his own overt overwhelms - which is quite salutary.

Use Creative RI Liberally

We are now almost ready to embark upon Level Five. However, before we do so a word about RI. Level Five is by far the most destructive of past importances of all the levels. Mental mass is vanished at a truly startling rate. One would expect this to be the case, and we must be prepared for it.

I can tell you right now that the only thing that will cause Level Five to grind to a shuddering and painful halt for you is insufficient RI. Indeed, your total progress on this level is determined by how regularly you repair your importances with self-generated ones. Perceptual RI is just not good enough at Level Five; only creative RI will do the trick. So sort one out if you haven't already done so. If you've successfully completed Level Four one or other of the creative versions will now work for you.

This matter is so vital that I'm going to give you, here and now, the details of the Level Five Repair Session. I don't have to be told that you'll fall flat on your face sooner or later on Level Five. So I'll tell you what to do when it happens. This is not me being pessimistic; it's me being realistic. I wouldn't expect any being to start feeling his way through these raw postulates without coming a cropper. You'll learn how to do it properly - but only after you've got your teeth kicked in a few times during the process of learning. This Level Five Repair Session will quickly get you back in one piece again, and fit to carry on.

Level Five Repair Session

a) Stop doing Level Five exercises
b) Run RI until no further change
c) Timebreak all mental mass in view. If it's not PT universe mass Timebreak it.

Repeat b) then c). Continue to alternate b) and c) until all has quietened down, and there is no further change. Then return to Level Five

This repair will always work for you. The trick is to use it before you have to. It's like eating 'All Bran' for breakfast; if you eat it you never have to eat it.

The datum behind all this is: The only mistake on Level Five is to leave a (chart) level while it's still producing change. (Overrun is not harmful at Level Five, for the exercises are entirely creative.) But! And get this very clearly. If RI needs running you don't spot that the (chart) level is still producing change. And so you leave it. Bingo! Very soon it all collapses round you, and you are left wishing that mum had given birth to anyone but you. So when it all falls apart you just know you've left a (chart) level before you should have done. After you've done the repair you go back and find the incomplete (chart) level (it will stand out like a third ball on a greyhound). Then you run it fully. Then you move on. Until the next time it happens. But you're learning all the time. Eventually you don't make this mistake. And then Level Five runs like a well oiled dream.

So help me, there aren't any other snags on Level Five. Just keep your importances topped up, Timebreak as you go, and you'll win all the way. It's very easy to get terribly significant about Level Five - simple because you've got deep significances flashing around you all the time, and it's too darned simple to reach out and grab one. (Old Mosman proverb: 'He who grab at passing significances is running scarcity of them; he should run RI.')

MUST

We now need to take up the sense, or meaning, of the word 'must' on the chart. With one exception the meaning is 'got to'; it's a striving to make the postulate effective. The only exception is at the overwhelm levels. At the point of overwhelm 'must' means to the being overwhelmed 'cannot help but'; it echoes the failure of his postulate in the game. So keep this in mind as you work through the levels.

Running Level Five

Now we come to the question of what effect do we use when running Level Five? We don't. We don't put up effects at Level Five. We only Timebreak effects at Level Five. At Level Five we only put up postulates. The mind throws up the effects, which we Timebreak. In this way we guarantee that we take the mind apart in the exact manner that it is available.

At Level Four you experienced the phenomena of taking bits from here and bits from there off your time track while using the 8 classes of overwhelm; well, at Level Five you will see the same phenomena occurring. The mind comes apart easiest in the sequence that it is available. This is not necessarily in its temporal sequence. There is no reason why it should come apart in a temporal sequence. Trying to make it do so is merely trying to fit the mind into someone's preconceived idea of how it ought to come apart. It's one of these pieces of fiction that was dreamed up one day by a psychologist who'd never got closer to a mind than observing his guinea-pigs in their cages. Because man is such a slave to time it seemed reasonable, and everyone has been going along with the idea ever since.

But it just won't do if you ever hope to get your mind apart cleanly and efficiently. You just have to take it apart in the sequence that it's available. You just put up the postulates, Timebreak everything that shows up, then, when putting up the postulates produces no more change, you move on to the next (chart) level. It's as simple as that. In fact it's so simple that you'll have to resist the urge to make it more complicated.

When putting up these postulates don't be miserly. There's no shortage of them, you know. Churn out as many of them as you need. If they fade out, then create some more. Abundance is of the essence. Put them where you like. Just make sure you keep the 'self' postulates separated from the 'others' postulates that is all.

Early on you'll find that as one level goes null you find yourself 'sliding' into the next level on the chart. Later this stops, and you have to do it all yourself. This, again, is as it should be.

The Valence Shift

One final point. As you move from level 4B to 5A, and from level 8B to 1A, you will feel a definite 'flip'. This is the valence shift that exists between these levels. Early on it can be quite startling. Later you just note it in passing.

Don't Rush Things

Don't try and rush things at Level Five. There's always an urge to race round and round the levels - rather like writing faster and faster so as to finish off before your pen runs out of ink. Resist this urge. Null each level as you go. One of the signs of overrun of a level is boredom; it's a sure sign that it's time you moved on. You'll soon learn to strike that happy medium of leaving a level as soon as it goes null. Always run RI between levels. If a level is still live at session end, then pick up that same level again next session. Start your sessions with plenty of RI, then Timebreak out the day's happenings, and off you go.

You'll find quite a number of incidents that showed up at Level Three and Level Four showing up again at Level Five. You're just taking more off them, that's all. You'll continue to do so until you've got the lot. Then they'll Timebreak out completely and you'll never have them cropping up again. (These are the 'stickers' I mentioned back at Level Three.) Indeed, very soon you'll probably never even think of them again. They'll have no more significance to you than the number of the bus ticket that you casually glanced at that wet Wednesday night back in 1962.

Just keep going round and round that chart, level by level, Timebreaking as you go, and running plenty of RI, and you'll make it to Nirvana. Remember: There's no place to go after Level Five. There's no Level Six. And don't get sidetracked into playing around with other goals. 'To Know' is the granddaddy of them all. All the roads lead back to the goal 'To Know'. So stay on that one from beginning to end; and you get there fastest. (It took me a year of research to discover this truth, and there's no need for you to waste time.)

____ xx ____

And now, a final word about these practical exercises. Don't become an exercise-fanatic. You won't get there any faster by making a hermit out of yourself in your urge to get there. Live your life too. Just fit your exercises into your normal life; that is always the best way.

Good Luck.

Dennis H. Stephens
Mosman NSW
Australia
February 1978

Addendum #1 – Sept' 1979

Theory Section

by Dennis H. Stephens

September, 1979

First Addendum to Theory Section

The Four Basic SD Postulates:

Be Known

This is the creative postulate; the postulate that brings the effect into the existence. His PD postulate that goes with it at the other end of the comm. line is 'Know'. This twin postulate structure is still present even if the effect is only being created for the benefit of the creator; in this case he merely responds to his own PD postulate and knows his own creation.

Time is the postulate "Continue To be Known", and is the postulate that introduces persistence into the creation. In games play there are many methods of ensuring persistence, so that others are not easily able to vanish a creation. The most basic method is the lie, which calls the creation something which it is not. Thus, the perceiver only views the lie, and is unable to vanish the original postulate, which remains hidden. Therefore, this late in the game very few things are what they appear to be, and illusions are rampant.

There are no screens associated with this postulate, but there are plenty of them to be encountered from the opposition postulate, 'Not-Know' (see later in this section).

Be Not-Known

This is the vanishing postulate; the postulate that takes the effect out of existence. His matching PD postulate at the other end of the comm. line is ‘Not-Know’. However, due to the various persistency mechanisms it's not easy these days to make a piece of the universe vanish for everyone. Consequently, the vanishing postulate has long since become the hiding postulate. The being, no longer able to make the effect vanish, has to be content with hiding it. There are many ways of doing this, the most common been to veil it with screens. The most impervious screens are black ones, and you will always find a lot of gooey blackness associated with this postulate.

In point of fact, the lie mechanism which is used by 'Be Known' in games play to ensure the persistency of a creation by calling it something different from what it is, is really an attempt to mask the truth and is a part of 'Be Not-Known', but I included it in the earlier section for convenience. 'Be Not-Known' also uses the lie mechanism by further masking the truth so that the knower will not recognise the effect even when he finds it. It's all very devious - and little wonder that people take up religion, and pray that the Almighty can maybe sort out the mess for them.

Know

This is the postulate that permits the being to know the effect. His matching PD postulate at the other end of the comm. line is 'Be Known' - so the effect is there for him 'To Know'.

There are no screens or blackness associated with knowing, but as this postulate in games play is opposed by 'Be Not-Known', you can expect to be feeling your way through a fair bit of murk from time to time in your pursuit of this postulate. Just work your way through it and understand what is going on, that's all.

Not-Know

This is the 'no-perceive' postulate; it is the postulate the being uses to permit him to be unaware of an effect. His matching PD postulate at the other end of the comm. line is 'Be Not-Known'.

It's necessary to clearly differentiate this postulate from 'Be Not-Known'. 'Be Not-Known' is a vanishing or hiding postulate; 'Not-Know' is merely a desire not to perceive the effect. An example of the use of the postulate is a spiritual being looking through a wall; he chooses to 'Not-Know' the wall so he can perceive what is on the other side.

However, due to the persistency postulates of the universe the 'Not-Know' postulate degenerates into an attempt to vanish the unwanted effect by force, then, failing that, to hide the effect from oneself behind a screen - usually of blackness. These screens are of an entirely different texture to the screens associated with the 'Be Not-Known' postulate, being much harder and almost brittle. They are "impact resistant" screens designed for use against the most enthusiastic 'Must Be Knowners' he encounters in games play. When you strike these screens you will feel as though you are dealing with black basalt. Sometimes, however, the screens of 'Mustn't Know' are quite transparent, and have the consistency of super-hardened quartz. All the screens associated with 'Mustn't Know' are hard, and are clearly designed to resist any conceivable effect. People heavily dramatizing this postulate tend to develop a brittle hardness to their personality too. These people almost literally "crack" under intolerable stress.

The PD Postulates

These are the hidden postulates in life; not because any attempt is being made to hide them, but merely because man the materialist cannot fit them into his theories about life, and so tends to discount their existence. Everyone knows about SD postulates, but few suspect the existence of their PD twins at the other end of the comm. line. Thus, being unknown or generally ignored, they tend to be highly effective.

For example, how many people can resist a stray cat who wanders in and looks at you with his big, pleading eyes? You don't know it but that sudden urge to get him a saucer of milk and a nice warm home is more his PD postulate than your SD one! Animals, being entirely natural, and not being educated to the contrary, use their PD postulates to the full, thus making willing slaves out of us "Oh so much more intelligent and rational" humans. Babies too are masters of the PD postulate; they have yet to be educated out of their belief in the efficacy of such things.

A large part of your work will be exercises in developing your PD postulates, and becoming aware of the PD postulates of others, for in our civilization it has become an almost totally neglected aspect of life. What is called a "magnetic" personality is entirely the conscious or unconscious use of PD postulates. The subject of PD postulates is the whole subject of 'action at a distance'. Learn to use them, for they are an integral part of the abilities at your disposal.

Man the materialist is endlessly mystified and intrigued by psionic abilities, where beings know or create effects across a distance, or through time. These are usually, in this day and age, manifestations of PD postulates that are as much a surprise to their originators as they are to those learned scientists who examine them. Most of the manifestations of them are pretty elementary, and are not to be compared with what can happen when the being gets the mechanism under his conscious control.

Some Definitions

Identity

This is the role a being assumes in order to play a game. Like any other effect it is a created thing, and obeys the laws that govern effects in general. Thus identity, as soon as it is considered important, tends to persist, become more solid, and have command power over the being.

Intelligence

This is the ability to evaluate relative importances; the ability to note differences and similarities between them. Thus, a person can be very knowledgeable, but if he is unable to evaluate the things he knows he will be incredibly stupid. Children give the apparency of being stupid, but this is not so. The child merely lacks data and experience, and so has nothing to evaluate what he perceives against. This is also why children are so gullible, and will believe anything you tell them. Generally speaking, within the data at their disposal, children are much more intelligent than grown ups.

Stupidity is the inability to evaluate data. Ignorance is the lack of data to evaluate.

Death

This is the loss of a body. At this time it is considered a deprivation of magnitude, and temporarily throws the being into a feeling of degradation sufficient to occlude his knowledge of the lifetime he has just lived; it forces him into a 'Mustn't Know' regarding it (see chart). Without a body he regards himself as a nobody - literally a no-body. Thus, in his subsequent life he has few, if any recalls, of ever having lived before. This is all that is involved. As the being comes up the line his recalls of his past lives will progressively return to him.

Can't

Can't is the feeling one gets when ones' postulates are overwhelmed. The anatomy of 'Can't' is 'Must' versus 'Must-Not'. You cannot work with 'Can't'. It runs apathy, apathy, apathy - and then, just for a change, more apathy. You work with 'Must' and 'Mustn't' in opposition (see chart) and then you succeed.

Emotions

These are particles a being creates to let other people know how the game is going. There is a scale of emotions from apathy up to serenity. They are very light particles, and as soon as you touch them in recall they change to other emotions further up the scale.

Sensations

These are particles which occur at the boundary between opposing postulates. Like emotions, there is a scale of sensations. As the space opens up the sensations change to ones further up the scale. Pain is a sensation in a very collapsed space. Further upscale is sexual sensation. Then tickles. Above this is heat. Then electrical sensations. Then colour, and finally pure aesthetics at the top of the scale. The ones listed here are only some of the well known landmarks on the scale. There is a near infinity of gradations between all of them. Thus emotions and sensations are very elusive things when you contact them in recall; as soon as you touch them they vanish and become something else further up scale.

The Long Night of the Soul

Things are what they are. Things are where they are. You find out everything there is to know about them by examining them where they are. If you wish to find out about a wall you examine that wall. Everything about that wall is to be found right where that wall is. You don't have to go and talk to the builder who built it. That is an excellent way to find out about the builder, but a very poor way to find out about the wall he built. Talking to the builder in order to find out about the wall he built is known as the search for prior cause.

Mankind fondly believes that the only way to find out about the mind is to select some effect it contains, then look further into the mind to find the cause of that effect. Then, having found what appears to be the cause, to consider it an effect, and to start searching for the cause of this effect even deeper in the mind. Etcetera. Thus, one backtracks in search of prime cause: a cause which is not an effect of an earlier cause. Having found this prime cause, the whole mind will vanish in a puff of green smoke, or something - or so the theory goes.

Now there is some justification for this theory when you are dealing with material objects. One billiard ball cannons into another on a table, and imparts a motion to it; the motion of the second ball is indeed caused by its impact with the first ball. But what imparted motion to the first ball? Why, the billiard player, of course! The being who is playing the game of billiards. Once you take him out of the equation, you will search endlessly for your prime cause.

The search for the prime cause of the mind, then, without considering the living being who created and is maintaining that mind, is a futile search, for one is not looking for prime cause in a place where it is possible to find it. The first requisite for finding anything is to search for it in a place where it is possible for it to be. Everything you discover in the mind - indeed, its total content - is an effect. There are no causes in there, so you won't find any. Thus, to postulate that one part of the mind is the cause of some other part is a lie, and in pursuit of this lie you will never discover the truth.

The endless ransacking of the mind in search of prime cause is called "The Long Night of the Soul". It's a very long night: it goes on forever. After the elapse of a theoretical infinity of time, you would emerge from the same door as you went in - much, much sadder, and no wiser.

Everything you wish to know about any effect in your mind lies in that particular effect and your relationship to it right now. To skid off sideways and reach deeper into your mind for the cause of this effect is to commit yourself to the Long Night of the Soul. Don't embark upon it, for it may well be the last anyone ever sees of you.

The Hidden Influence: The Self-Fulfilling Prophecy

In searching for the cause of his difficulties mankind has, over the centuries, pointed his finger at almost everything. It's doubtful if anything has ever truly escaped his baleful glare. The sun, the moon and the stars were early contenders; later came demons, and things that go "boomp" in the night. Very early on man discovered that there's not much future in assigning the cause of his troubles to something that can be easily perceived, for the simple reason that it's too darned easy to refute the hypothesis! The field rapidly narrowed down to those things not easily perceived: the hidden.

Thus, the hidden influence was born. To be really convincing, of course, a hidden influence should not only be hidden, but be, by its very nature, utterly impossible to perceive. In that way the hypothesis that this thing is the cause of mankind's difficulties could never be refuted: no one could ever come along and inconveniently announce that he'd perceived this thing and found it to be entirely innocuous.

The progress of science, endlessly bringing more and more from the unknown into the realm of the known, has also tended to drive the hidden influence more and more from the unknown into the unknowable. Indeed, science itself has become a prime source of the 'unknowable' in its own right. For example, science today claims that the basis of all personality (and therefore, presumably all difficulties) is to be found in sub-microscopic particles within the genes of the body - with the strong implication that even with a few billion dollars worth of research grants, it is very doubtful if we'll ever be able to truly perceive these things at all. Even if these sub-microscopic particles are one day perceived and discovered to be harmless after all, a new hidden influence will promptly be dreamed up to take their place. And so the game will continue.

While the things postulated as hidden influences are either imaginary or truly harmless, the game does little more than make people miserable; but when these things actually do exist then it's an entirely different story. For example, everyone has been born, but few can recall the event in detail. So there is a whole class of possible hidden influences to be found in the events everyone knows to have happened, but few can recall ever having happened to themselves. This class also has the advantage of no one being able to claim it is imaginary, and so refute the hypothesis out of hand. In other words, the concept is capable of convincing people of its truth - a prime necessity in the field of hidden influences. As this class of possible hidden influences is near infinite, it is very fertile soil for anyone who has, for whatever reason, an urge to create a convincing hidden influence. A number of possibilities in this direction have already, if inadvertently, been explored. Amongst them are: sex, pain, guilt, survival, unconsciousness. Others are being continuously added to the list - as you will find, if you keep up to date with your psychological journals.

Please understand that I am not suggesting that the originators of these theories were merely out to make a fast buck (though many fast bucks are there to be made by the unscrupulous who understand this mechanism), for many were dedicated researchers, and truly believed that their

research had found the answer to at least some of mankind's difficulties. No, my whole purpose is merely to point out that the mechanism is not without its dangers.

Let us take being born for example. Now, to the best of my knowledge no researcher has ever seriously claimed that being born was the prime cause of man's difficulties, though I would not be surprised if sooner or later one of them did! For it does fulfil all the requirements of a good, convincing hidden influence. Viz.:

a) It has happened to everybody
b) It is not easily recalled
c) It does contain a certain amount of upset in its own right, quite apart from what is said about it afterwards

So you go up to a person and say: "The origin of your difficulties, Mr. Jones, are to be found in your birth trauma. This, as the very first thing that ever happened to you, must be the basis for all your later difficulties." He will immediately see that what you say could just have a germ of truth in it. You then go on to add: "Once we lift your birth trauma, then the basis of all your psychological difficulties will be known to you, and all will promptly vanish."

It all sounds very plausible, does it not? But what happens when the person is convinced that you are right? His birth trauma is now, in his own estimation, elevated from whatever it originally was, into a thing of vast importance. It will immediately become much more solid and persistent. It is entirely possible that any pains he experienced in his birth trauma will immediately impinge upon his body; and he will also experience the emotions, right then and there, that he experienced in birth. This, of course, is taken as proof of the fact that the birth trauma was the basis of his difficulties.

The prophecy becomes, in fact, self-fulfilling!

Now, do you see the danger? Whatever the effect, assuming it to be real and not entirely imaginary, which is considered as the prime cause of the difficulties, immediately becomes intensified in importance - and therefore in solidity and persistence (man, you just try to get rid of it now!) - by the mere act of considering it in such a manner. This is a very real danger, not only to the patient but to the researcher himself. He himself might not have been totally convinced by his hypothesis, but here is a person in front of his very eyes who is proving him right!

So here is the danger:

Whatever effect in the mind you choose as being causative over the beings' behaviour, immediately intensifies in solidity, persistence and command power, and will tend to prove your hypothesis.

But, you might say, what about this therapy you are advocating, surely it? . . . No. I never said it. All I'm saying is that that which is considered important tends to become more solid and persistent, and to have a command power over the being.

I have never specified the importance.

Re-read the theory if you don't believe me. At no place in it am I pointing the finger and saying, that is the basic importance. At no time am I postulating a specific hidden influence. Oh yes, there are many things in your mind, which are currently hidden from you, which influence your behaviour. But only you know what they are. And, what is more, only you are entirely capable of becoming aware of these things, and so vanishing the influence.

You are, in fact, the greatest authority on your own mind. You created it, and now maintain it with the same loving care that mothers reserve for their offspring.

There are no hidden influences that you are incapable of becoming aware of. If it is influencing you, it is entirely possible for you to become aware of it and so remove the influence. The concept of the hidden influence that, by its very nature, you are incapable of being aware of is something dreamed up by people who do not have your best interests at heart. They wish to scare you, and so make you more easy to control. The game of the hidden influence is a very insidious one; but a game it is. Its total purpose is to introvert your attention in search of the undiscoverable, and so make you that much easier to overwhelm.

It is a law of life that a being is capable of sensing anything that can influence that being. Otherwise it could not influence him. There are no "forces of darkness" that you cannot sense; no things that go “boomp” in the night that you cannot discover the nature of if you care to go and take a look.

There are no absolute importances either. There is no class of importances in the mind that you can point a finger at and say "That is the cause of all the trouble", without immediately escalating the importance of this thing, so granting command power over you that could well stick you with it forever.

All importances are relative to all other importances; all are entirely a matter of conviction, and all can be evaluated one against the other. As you do so your mind, as an entity, will progressively vanish, and your full native abilities will be restored to you.

The game of the hidden influence is basically the game of 'Must Know' versus 'Mustn't be Known'.

The Service Effect

Every being tends to utilise whatever he has at his disposal in the playing of games. This applies to any effect. For example, he may find himself stuck with (Must Know) a chronic pain in the back; he may use this pain in the back to dominate his family (Must be Known). He may use it as an excuse for a trip around the world so he can see the sights (Must Know). He may use it as the reason he needs solitude (Mustn't be Known). He may use it to achieve all three postulates; or he may not use it at all. It depends upon the being and the games he is playing.

Always be prepared then to consider an effect as a service effect: something which the being presses into service in life to aid him in the playing of games. What starts out as a 'Must be Known' is used by another who gets stuck with it (Must Know) as something to hide in, and resist the world with. And so on; the permutations on the theme are nearly infinite.

Do you have to do anything about this phenomena on the route out? No. One only has to become aware of it; that is sufficient. In truth, the being is hampered by this effect; he is always more capable without the dependency upon it. But only when he spots this will he relinquish the effect. So you won't find any exercises in the practical section designed to handle this phenomena, for it is an integral part of all games play. We all do it. We always have done it. And we'll continue to do it as long as we consider the effect to be more valuable than its absence. Indeed, one could consider the whole mind to be a vast service effect, and in many ways it is exactly that.

The Body

There is a vast and as yet largely unexplored application of this technology to the body itself. Each part of the body has a specialised function, and is therefore in a specialised games condition. What we call ageing, leading finally to the death of the body, is each body part suffering a surfeit of overwhelm in its specialised game during life until it can no long function properly in its own consideration. Eventually body death occurs when one or other of the vital organs quits entirely.

However, the being himself, once he isolates the specialised function (game) of a body part can, by his own creativity, return that body part to optimum functioning once more by removing the accumulated overwhelms. Thus, it is theoretically possible for a being to make his own body immortal. There is nothing life cannot do once it knows how to do it.

Ethics

It's relevant to ask at this stage: "Should a beings' native abilities be restored to him?"

Would he not immediately, alone or in association with others so freed, hold the rest of mankind in slavery for his own ends?

The answer to this question lies in the difference between a being in a compulsive games condition, and a being who plays games by choice. Mankind today is in a compulsive games condition. By this I mean he has lost his power of choice in the matter. He must play games; he must win these games; and he must do these things regardless of all else. You see this frenetic activity around you every day. It's all become so deadly, deadly serious; a matter of life and death. Why, even enjoying yourself has become a serious matter. Only the children can still laugh in sheer uninhibited pleasure; but only then until they receive their education, and realise how serious it all really is.

As the game becomes more serious, more important, the player's concern for the well-being of his adversary becomes less and less. What are a million Jews slaughtered in the gas chamber when it's for the glory of the Third Reich? They're only Jews, aren't they? What matter that the jackboots are steeped in blood and gore as long as the war is won? They're only the enemy, aren't they? What matter that a man be compelled to work long hours under atrocious conditions for miserly pay so his employer can make more profit? He's only a worker, isn't he? What matter that workers band together and form unions, then dissipate the wealth of a nation in interminable strikes to improve their lot? They're only money-grabbing capitalists, aren't they?

The compulsive games condition. The more compulsive it becomes, the more partisan the being becomes; the more partisan the being becomes the less real his opponent becomes to him, and so the more easy it becomes to justify his inexcusable behaviour towards him. Yes, it would be folly indeed to give such a being true power, for abuse it he most certainly would at the first opportunity. But while the being is in a compulsive games condition he has no true power. It's only as the compulsion fades that the true power begins to emerge. It's only when he no longer has to play games, has to win, that he can do these things easily. The harder he drives that 'Must' postulate the closer and closer he edges towards the 'Can't'; the greater the compulsion to succeed, the more difficult success becomes. Only when the playing of games are light and airy things, when competence is a joy like poetry, and the need to win is a far, far junior consideration to the enjoyment of the game does true ability even begin to emerge. And as he approaches this state he more and more realises that his own happiness is bound up with the happiness of others, for he cannot easily play games whilst alone. He needs others to share the sensations; others as capable as himself, or his games will soon become unbearably dull. To always win is no fun, and so he learns to cherish a good opponent and becomes very concerned about his welfare.

Thus, as the being frees up from the trap his view of life changes: becomes broader and less parochial. He lives his life more and more from the viewpoint of the maximum amount of benefit for the maximum number of beings. For only in this way is his life truly rich. In short, he has become an ethical being.

A man from Nazareth some 2000 years ago who said 'Love thy neighbour as thyself' possessed more than a glimmering of the true factors involved. The route out is from the compulsive playing of games, through the voluntary playing of games, to the state of Nirvana - eternal bliss and oneness with all life.

Basic Code of Ethics / Code of the Ethical Being

As the being walks this route he soon perceives that there is a basic code of ethics that governs conduct, and that when he violates this code he suffers just as much as his victim.

1. NEVER FORCE A PERSON TO KNOW A THING AGAINST THEIR CHOICE
2. NEVER PREVENT A PERSON FROM KNOWING
3. NEVER FORCE A PERSON TO MAKE A THING KNOWN
4. NEVER PREVENT A PERSON FROM MAKING A THING KNOWN

This code is as easy to live by as the being is no longer in a compulsive games condition. Evaluate yourself against it, for it will give you many insights into the nature of your current compulsive games conditions. When a being is free from the compulsive playing of games he quite naturally lives by this code; he would no more dream of violating it than he would of cutting his own throat. For he knows all too well the consequences.

It's entirely safe then to free a being, for what being could be considered dangerous who lives by such a code?

Finale

I offer you a route out. There may well be other routes out; if there are I know not of them after many lifetimes of searching. The fortuitous combination of games matrix and circumstances that permitted me to discover this route at this time may not ever happen to me again; and others too could easily overlook it. So don't lose this data, for it may be many lifetimes before you come across it again - if you ever do.

The data is quite free. I only ask two things:

1) You use the data.
2) When you duplicate the data, you duplicate it exactly. Not because I am enamoured with my prose style, but because altered it could very easily become just another trap in a universe already abundantly endowed with them.

Dennis H. Stephens
September 1979

Addendum #2 – Sept' 1979

Theory Section

by Dennis H. Stephens

September 1979

Second Addendum to Theory Section

Cause is the action of bringing an effect into existence, taking an effect out of existence, knowing, or not-knowing. That which is brought into existence, taken out of existence, known, or not-known is called an effect.

Thus life, in all its manifestations, is causative.

- Causation is the common denominator of all life impulses
- Causation is achieved by postulates
- A postulate is a causative consideration
- A consideration is defined as a thought, or idea

Life can believe itself to be an effect, but that belief is itself a causative consideration.

Responsibility is the willingness to assume causation. A being can assume causation for anything. The only liability to assuming causation is to run the being out of games. The only liability to not assuming causation is to give the being a surfeit *[excess]* of games. Thus, as games become progressively more compulsive, the willingness to assume causation (responsibility) is seen to lessen. Unwillingness to assume causation is thus a measure of the compulsiveness to play games in a being.

Complementary postulates enhance affinity; conflicting postulates lessen affinity.

Thus, affinity is the willingness to create complementary postulates. Love is the expression of affinity.

Reality is the degree to which complementary postulates are created. Thus, as games become progressively more compulsive, things become progressively less real to the being. Things are only as real as one is creating complementary postulates regarding them.

Communication is the action of creating complementary postulates.

When two or more beings adopt complementary postulates regarding a creation they share that creation, which is now a co-creation. They are said to be in agreement regarding that creation. Thus, agreement is a shared creation.

Beings, by means of their willingness to create complementary postulates (affinity) and by actually creating complementary postulates (communication), achieve co-creation (reality). Thus understanding is achieved between beings.

Games, because they contain conflicting postulates, lessen understanding between beings.

A right action is a lovable action; it is an action that one is willing to create complementary postulates with. A wrong action is an unlovable action; it is an action that one is unwilling to create complementary postulates with.

Thus, the concept of right and wrong is a concept brought about by games. There is no absolute right and no absolute wrong. What is considered right or wrong is relative to the being and the games he is playing. Thus, what is considered a right action in one society can be a capital offence in another.

However, although the subject of what is right and what is wrong is within games there is a senior ethic. This is the subject of the right way to play games. This ethic, being about games, is not relative to the being and the games he is playing and is thus not within games. This ethic is the Code of the Ethical Being. While games are played within this ethic they retain all their element of fun, but cease to be the traps they become when played outside of this ethic. The only safe way to play games is to play them within this ethic. But the being can only play within this ethic while games are non-compulsive. Therefore he needs to address the subject of games with a view to taking the compulsion out of them. Thereafter he'll be able to play within the ethic, and enjoy games forever with no liability to his beingness.

The Playing of Games and Ethics

Continuing on the subject of within-game ethics. A games rule is an agreement between beings denoting permissible (right) play. Play outside of the rules is considered improper and therefore wrongful play. Laws are games rules denoting permissible play in a society. Thus, to accuse another of a wrong action is to accuse him of acting outside the rules of the game; it is to accuse him of unethical behaviour.

Blame/Guilt

A being, having lost a game played fairly within the rules, can either accept the loss or attempt to imply that the victor had committed wrongful play. These are the only two choices open to him. If he can convince his opponent that he has committed wrongful play he (the victor) will believe that he has behaved unethically and did not win the game fairly. The action of assigning causation for wrongful (unethical) play to an opponent is called blame. If the opponent accepts the blame he feels guilt.

Not wishing to behave in an unethical manner the guilty being resolves not to play in such a manner again. This, of course, is the precise effect intended by the blamer, who, now having succeeded in limiting his opponent's willingness to act, is more easily able to overwhelm him.

Thus, blame is seen as an attempt to lower another's willingness to act by invoking the suggestion of wrongful play, and thereby make him more easy to overwhelm.

The Blame/Guilt mechanism is pure games play. The purpose of blame is only to permit the blamer to win games. Unable to win games any other way, and having the need to win games, he resorts to the blame mechanism in order to do so.

In that any life game has a near infinite number of possibilities within it, and that it is clearly impossible to draw up games rules for all of them, the Blame/Guilt mechanism is always available to a games player. There is always some action he can point his finger at, declare it wrongful, and so attempt to make his opponent feel guilty - and thus use less than his full abilities in the playing of the game.

As a wrong act is essentially an unlovable act, the use of the blame mechanism is pure emotional blackmail: "I'll withdraw my love (affinity) from you if you persist in acting in such a manner that prevents me from winning the game."

However, blame has the liability of having to convince the other being that a wrongness has occurred. So the blamer has to keep the wrongness in existence in order to convince the other that is has occurred. Thus we find the blamer having to keep whole sections of his mind in existence in order to convince others that he has been wronged. It is a terrible price to pay for his compulsion to win games, but it clearly shows the limits to which beings will go in order to do so.

The Blame/Guilt mechanism breeds compulsive games play. Compulsive games play breeds the Blame/Guilt mechanism. They are inseparable, and where you find one you will always find the other. By means of the Blame/Guilt mechanism life finally degenerates into a frantic attempt to make others guilty while equally frantically resisting their attempts to do the same thing to you. At this level life is seen by the player as one vast sea of wrongness containing one tiny island of rightness - himself. And he knows above all things that if he stops assigning wrongness (blame) for even one instant his island will sink, and he will drown and be lost forever in that sea of wrongness. It's not that the compulsive blamer is always right, it's just that he has a vast need to be right. He is always right. Even when he is wrong he is right. And he'll still be protesting his rightness when the coffin lid is nailed down on him. For he knows how to win games: always make sure that self is right and others are wrong. It becomes his epitaph.

This is how the subject of right and wrong got into games play. And games have never been the same since. It has no other significance. Once it is understood for what it is, it will be found to resolve with no other address by use of the exercises in the Practical Section. As the compulsion to play games lessens, the need to invoke the Blame/Guilt mechanism also lessens, and finally vanishes. It always was a crummy mechanism, and games are much more fun and healthy without it.

Ridicule/Shame

Ridicule is the exposure of guilt. Shame is guilt exposed. Ridicule/Shame form a pair like Blame/Guilt, from which they were spawned.

Freedom

All of freedom lies within the concept of freedom of choice. When one is no longer free to choose one has lost all the freedom there is. The basic freedom of choice is between making and not making a postulate. In life this translates into the freedom of choice to play or not play a game. Thus, to the degree that the playing of games becomes compulsive freedom becomes lost. All entrapment is to be found in the compulsive playing of games. The route from entrapment to freedom, then, lies in the regaining of ones freedom of choice to play or not play games. As the being got himself into this trap, then only the being can get himself out of this trap. One being can show another the route out, but the trapped being must walk this route out himself. Thus, one being cannot free another; he can only help him to free himself. You will never find freedom 'over that way'; no matter how thoroughly you ransack this universe in search of freedom you will only discover more and more traps. Indeed, the search for freedom over that way is one of the basic traps of the universe. You can say to another being, "Free me", and with the best intent in the world he will only succeed in making you into his slave. The very best he can do for you is to show you the nature of life and games, and indicate the route out of the trap. The rest is up to you. This is the basic truth about freedom. Outside of this truth lie the freedom games: games which cash in on the desire of every compulsive games player to be free.

We always tend to imagine a slave master as a rather muscular man armed with a large whip. Such a man is not even a novice at the gentle art of making slaves, for all the very best slaves are voluntary slaves and would not give up their slavery for anything. They are convinced that they are on the 'road to freedom', and need no whips to keep them on it.

To trap you while promising to free you is probably the oldest game in this universe. This is the game of the 'freedom maker': he makes slaves out of those who walk a road to freedom that he has created for them. All the very best traps in this universe are clearly marked, 'The road to freedom'. The game of the freedom maker is big business in this universe, and always has been - simply because the willing slave, deluded into walking the road to freedom, is always more than happy to work long hours for next to no pay, and so create enormous wealth for the slave master. The places where his willing slaves toil on their road to freedom are called ‘Freedom Factories’ (this is a slang term). The universe is strewn with them. Whole planets have become vast freedom factories. Very probably the first extra-terrestrial visitor to this planet will be an agent from a local freedom factory - scouting the territory to see if it's worthwhile setting up shop here. The whole technique of the freedom maker is to suspend a carrot called 'freedom' in front of the person's nose. The carrot is on a string joined to a stick, the other end of which is attached to the person's back. Once the device is in place the person will follow the carrot forever down the road to freedom created by the freedom maker.

Freedom is the only thing that a being will permit himself to be put into slavery in order to achieve. Ponder these words as you ransack this universe in search of freedom, for the gates of

the freedom factories are always open, and a new slave is always made most welcome while the carrot is being suspended in front of his nose.

The subject of freedom has always been bigger business in this universe than the subject of power. This is because the carrot of freedom is always considered a more valuable carrot than the carrot of power. It has been said that a man will sell his soul in exchange for power. What, then, is he willing to sell in exchange for promised freedom from the compulsion to be powerful?Why, his freedom, of course! It is the only thing he has to offer in exchange for such a prized goal. Hence the game of the freedom maker and freedom factories.

Reasons for a Postulate

'Reasons why' for a postulate always come later than the postulate for which they are created. The postulate always comes later than the desire to make that postulate. The sequence is always: Desire - Postulate - 'Reasons why' for that postulate.

The 'reasons why' for a postulate are only justifications to convince others that the postulate is reasonable. Thus, 'reasons why' are only created in order to justify a postulate, and always come later in time than the postulate. The postulate, in turn is always later than the desire to achieve the effect which the postulate puts into action.

The closest you can ever come to a 'reason why' for a postulate is that it seemed like a good idea at the time.

Now this is not something dreamed up by me after a heavy night reading Alice in Wonderland. It happens to be the truth of the matter. (Something I believe that gifted mathematician who wrote Alice suspected too.) The fact that the mere suggestion we function in such a manner sends those with a mechanistic view of the mind crawling up their own synapses is only indicative of how little they know about the mind, and how trapped they are within the whole subject of reasons why and conviction in general.

Now it is true that a being, feeling unable to dream up convincing reasons why to justify a postulate, will not make that postulate. But these are reasons why for not making a postulate, not reasons why for making a postulate.

The truth is that a being never needs a reason why for making a postulate until he has made that postulate, and needs convincing reasons to justify it to others. His postulates stem from his desires, his desires stem from his urge to be alive and in their playing of the game.

It's easy to see how the general belief that the reasons why for a postulate preceded the making of the postulate came about. The being, having made a postulate and now having to dream up convincing reasons why he made that postulate in order to make the postulate appear reasonable to others, will always swear on a stack of Bibles that his reasons for making the postulate existed prior to the making of the postulate. For to admit otherwise is to open him up to the charge that

he's making postulates without due reason why, and then justifying them afterwards. The only way he can defend his postulate as being reasonable is to swear that the reasons for making the postulate existed prior to the making of the postulate. Eventually he comes to believe his own lie, and becomes trapped in a 'web of reason'.

If a being ever needed a reason why to make a postulate then the first postulate ever made in the universe could never have been made, for at the time it was made no reasons why for postulates existed. That first postulate could only have been made from a desire to achieve a certain state of affairs. That is the way it was then, and that is the way it has been ever since. First came the desire, then the postulate - and only later were reasons why invented to justify the postulate and make it convincing to others. See reasons why as pure and simple conviction phenomena and you have the entire flavour of all this.

The mind, then, is full of convincing reasons why one should not make postulates, but it contains no reasons why a postulate has been made. Of course, one can always point to some part of the mind and assign it as the reason why one has a compulsion to kick cats, say, but this assigning is coming later than the postulate to kick cats. If you wish to be free of your compulsion to kick cats you need to address this postulate to kick cats, and the whole subject of cats and kicking. There is clearly a compulsive games condition here between you and cats. Ransacking your mind and assigning reasons why to your compulsion to kick cats will not help you in the slightest. Any person can sit down and invent an infinity of convincing reasons why they have to kick cats. It's a very interesting intellectual exercise, and can give insight into the whole subject of justification and reasons why in general, but don't expect it to do anything about your compulsion to kick cats.

That can only be resolved by resolving your compulsion to play games with cats.

The mind, then, is only resolved by addressing postulates, and the subject of games - postulates in conflict. Reasons why for the postulates always come later than the postulates, and so have no part in the resolution of the postulates in conflict.

When you fully grasp this you will stop ransacking your mind in a futile attempt to discover the reasons why for your current mental state. For the only reasons why you will discover they are the ones you are putting there now, and they are all later than the event. It's futile searching a stable for a horse that has gone; but it's bordering on the ridiculous to search a stable for a horse that was never there, and then convince yourself that the piece of straw you find is really the horse.

It is only ignorance of the truth of this matter that causes patients to spend years with psychotherapists in search of the reasons why for their troubles, and why psychotherapists waste their own and their patient's time in such a futile search. The only justification for the activity is that it's profitable for the therapist, and the patient always lives in hopes that he might one day get somewhere.

Whole 'schools' of psychotherapy have grown up professing to know the 'real' reasons why of behaviour, and they vie with each other to see who can be the most convincing. As it's possible to invent an infinity of convincing reasons why for any facet of the mind this activity has unlimited prospects for future games play, but bleak prospects for helping people to resolve their compulsion to play games.

Once you grasp the truth about this subject of postulates and reasons why you will also learn to cut through the smoke screen of reasons why that others throw up to justify their postulates, and be able to see their naked desire and postulates clearly exposed. The brush salesman may give you a thousand convincing reasons why you ought to buy his brush, but all of them come later than the fact that he desires to sell a brush to you.

Life gets very simple once you realise that the correct sequence is: Desire - Postulate - Reasons why (Invented) for postulate.

The subject of reasons why gets combined with the Blame/Guilt mechanism. Thus, a person may search their mind for the reason why of some unwanted mental condition. Having found (assigned) a reason why that is convincing to them, they promptly blame it for the unwanted mental condition. This is compounding the lie, and only traps them further in the Blame/Guilt mechanism, and in the whole subject of conviction and justification. The unwanted mental condition is essentially a postulate, which is held in place by the compulsive games condition with its opposition postulate within the goals package. Only when addressed in this context will the unwanted mental condition resolve.

Some modern 'schools' of psychotherapy are what is known as evaluative schools. The practitioner of their type of school does not search in the mind of his patient for the reasons why of the patient's difficulties, for he has already convinced himself that he knows the 'real' reason why for everyone's difficulties. Therapy (if it can be called such) with this type of practitioner is not a matter of searching for anything, it is purely a matter of the practitioner convincing the patient of the practitioner's beliefs. As some of these beliefs seem very strange to their patients - and to most other people, come to that - it can take years to convince them. (All the difficulties in convincing are ascribed to the patient's resistance to accepting the truth.) Even after conviction has been achieved the patient still has his unwanted condition, but he now also possesses a thoroughly convincing argument as to why he has that condition. These schools have come a long way from the definition of a workable psychotherapy: One that can vanish unwanted mental conditions. I suppose the acquisition of a set of convincing reasons why one has a mental condition is an improvement upon not having such a set, but it's a very poor substitute for being free of the unwanted mental condition.

Knowing

If one were to inquire into the nature of the quality or ability that is closest to life itself one would eventually arrive at the subject of knowing. Life can know. All else is the subject of methods or systems of knowing.

The basic law, or agreement, of this universe is that:

One will only know that which is brought into existence 'To be Known'

Thus, this universe sets a limitation upon knowing as only being possible for the class of things which are brought into existence 'To be Known'.

This law is peculiar to this universe. A being can only operate, i.e. play games within this universe while in agreement with this law. Once he starts 'To Know' outside of this law he is operating outside the universe.

The action of bringing something into existence so that it can be known is called creation. Thus, in this universe knowing is limited to those things which have been created in the universe.

It should never be considered that knowing is by nature limited to those things which are created 'To be Known'. Life can know; it can know anything, whether it has been brought into existence 'To be Known' or not. In order to operate in this universe life considers, or agrees, that it will 'Not-Know' until something is brought into existence 'To be Known'.

[Note: a good reference to align with the above is 'Level 5: Tape 14 – The Surprise Game' lecture]

This limitation upon knowing is the basic law, and the only basic law, that governs this universe. Other universes can be constructed upon other basic laws, but they would all be some type of limitation of knowing, for while knowing is unlimited any type of universe or game is impossible. Bear the basic law of this universe in mind as you do the Practical Exercises, for all the games you have ever become trapped in, in this universe have been based upon the basic law of the universe.

Purpose and Importance

Purpose, Intention, Goal and Postulate can be regarded as synonyms.

- A game is a contest in conviction
- Conviction, then, is an enforcement of knowingness
- Enforcement of knowingness is called importance

Purposes are made more intense in order to make than more convincing. Thus, importance is the intensity of purpose; the degree of 'mustness' in that purpose. As the intensity, or importance, of a purpose approaches zero so the purpose itself approaches zero. Importance bears the same relation to purpose as cattishness does to a cat: When all the cattishness has been removed the cat has gone too. Thus, to resolve a purpose in the mind it is only necessary to address the

importance of this purpose; once this has been resolved the purpose itself will approach zero and finally vanish. This is the basis of all effective psychotherapy.

Significance is the consideration of both the nature of a purpose and its importance. So significance too approaches zero as the intensity, or importance, of that purpose approaches zero. There can be no significance in the absence of importance. Thus, importance is the basis of all significance.

So any purpose, to stay in existence, requires an importance 'rating'. But importance is an enforced knowingness, and once the importance has gone the purpose too has vanished. Thus, all purposes are systems or methods of knowing, not-knowing, making known, or making not-known.

Purposes are held in suspension in the mind by opposing purposes. Thus, a purpose can only be resolved in relation to its opposition; it can never be resolved in isolation. A pair of purposes in opposition is called a problem. Problems are the basic building blocks of games.

Opposite vs Opposition

It is necessary to clearly differentiate between the rather loose term 'opposite' and the very precise term 'opposition'. Opposition is the exact opposing postulate, whereas opposite has a much broader use. E.g. The opposite of knowing is loosely regarded as not-knowing. However, the opposition postulate to 'To Know' is 'To be Not-Known'. This is not a matter of conjecture, but of logical necessity.

Life has four basic abilities. Every purpose in life must manifest in line with one or other of these basic abilities. The totality of these manifestations regarding a purpose we call the goals package of that purpose. Thus, all possible manifestations of the goal 'To Know' are within the 'To Know' goals package.

Thus, all possible games regarding a purpose are within its goals package. Thus all possible non-games (complementary postulate situations) regarding a purpose are within its goals package. Thus, the totality of charge (upset) on any goal is to be found within its package.

It is a fundamental error in psychotherapy to go outside a goals package looking for charge that is within the package. It is always within the package. There is no other place it can be. E.g. A man has a compulsion to drink. The totality of this problem, and all other possible problems on the subject of drinking, are within the 'To Drink' goals package. To go searching outside the 'To Drink' goals package for the 'reasons why' of his compulsion to drink is to court failure. Yet some 'schools' of psychotherapy maintain that the man's compulsion to drink - and everything else about him, apparently - is to do with his infantile sex life. His sex life, both infantile and non-infantile, is within the 'To Sex' package. His drinking life is within the 'To Drink' package. They are separate packages, and it's a fundamental error to address one in an effort to resolve the other. It's analogous to a medical doctor bandaging up a man's toe when he has a cut finger. It may be

necessary for some psychotherapists to resolve their own 'To Sex' packages before they will be able to appreciate this simple truth. If so, then so be it.

Due to the nature of conviction (an enforced knowingness) the basic goals package is 'To Know'. All other goals packages are within this package. All other goals are methods of knowing, not-knowing, making known or making not-known.

(This truth can also be arrived at by examining the purpose of any purpose. Eventually you will arrive back at one or other of the legs of the 'To Know' package. Once there, you can backtrack no further, for the purpose of each of these purposes is its own purpose.)

- All goals packages are in exactly the same form as the 'To Know' package
- All goals packages are addressed in exactly the same manner as the 'To Know' package

A goal can be general or specific. E.g. 'To Grow' is general; 'To Grow petunias' is specific; 'To Grow petunias in the springtime' is even more specific. All specific versions of a goal are within the general version. Hence, only the general form of a goal is ever addressed, for all possible specifics are within the general.

Logical Note

This section can be glossed over if desired. The purpose of the section is to demonstrate to those interested that the subject of the goals package rests upon a firm logical foundation.

The subject of logic rests upon two fundamental axioms:

1. The common class of a concept and its absence does not exist: $X(1-X) = 0$
   This equation is only satisfied when X is either zero or unity. Thus, in the algebra of classes (Boolean algebra) the symbols can only have the value of zero or unity.
2. The universe can be divided into any concept and its absence: $X + (1-X) = 1$

From these two basic axioms all other logical propositions are derived. One of these propositions states that the types of possible classes that can exist with two concepts: X, Y are four. Their sum equals the universe: unity.

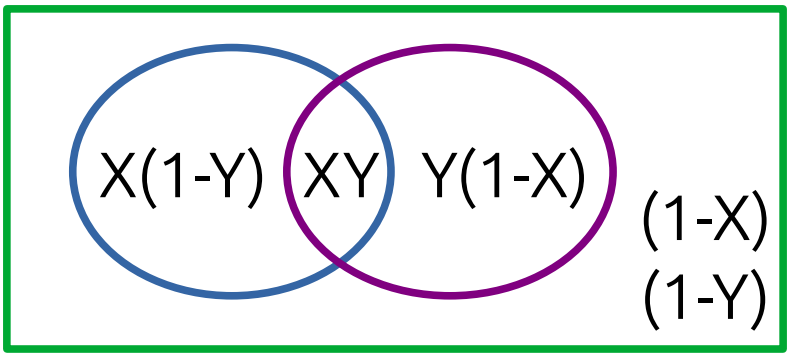
$$XY + X(1-Y) + Y(1-X) + (1-X)(1-Y) = 1$$

Any high school student can, by extending out the left hand side of the above equation, discover that it does in fact equal unity.

Any goals package contains two concepts; these plus their absences (negatives) constitute the four legs of the package.

The 'To Know' package is such a package. If we represent 'To Know' by X, and 'To be Known' by Y, we can see from the above equation regarding two concepts that the four possible classes are:

1. XY: This is the class 'To Know' and 'To be Known'
   These are complementary postulates, and are a no-game class
2. X(1-Y): This is the class 'To Know' and 'To Not be Known'
   These are conflicting postulates, and are a game class
3. Y(1-X): This is the class 'To be Known' and 'To Not-Know'
   These are conflicting postulates, and are a game class
4. (1-X)(1-Y): This is the class 'To Not-Know' and 'To Not be Known'
   These are complementary postulates, and are a no-game class



The sum of these four classes is the totality of the universe of the two concepts. 'To Know' and 'To be Known'. Within these four classes, then, the whole subject of knowing and being known is contained. When we consider each of these four classes from the viewpoint of 'self' and 'others' we arrive at 2 x 4 = 8 classes.

When we consider each of these 8 classes from the viewpoint of 'Origin' and 'Receipt' we arrive at 2 x 8 = 16 classes. These 16 classes are the 16 levels we find when we examine the 'To Know' goals package. We can equally, of course, cut the universe into any two purposes in the form 'To Blank' and 'To be Blank', and arrive at the same conclusion. Viz.: That the whole universe of the two concepts is within that package.

Thus, we have proven within the rigours of strict logical reasoning that any goals package contains the full universe of its component concepts, and that no part of life is external to the package. In the language of the mathematician the 16 levels of the goals package are necessary and sufficient for our purposes.

Erasing the Goals Package

All four legs of a goals package hold each other in suspension in the mind. No goal in a goals package can be erased (vanished) from the mind without also erasing the other three goals in the package. Thus, a goals package is the smallest unit that can be erased from the mind. To attempt to erase any purpose from the mind without also erasing the other three purposes in its package is merely an exercise in futility. E.g. A man has a compulsion to drink. He will never be free of his

compulsion to drink until he is also free of his compulsions to not drink, to be drunk, and to not be drunk. They are addressed as a set, and they erase as a set.

*[Note: that the definition of drunk here is the past participle of drink, **not** to be inebriated. This example may not have been the best choice by Dennis, due to the ease of misinterpreting this.]*

The oppositions in any goals package are in the same form as the oppositions in the 'To Know' package.

The complementary postulates in any goals package are in the same form as the complementary postulates in the 'To Know' package.

However, the purpose of the goal may embrace more than one leg of the 'To Know' package. E.g. You can grow something in order 'To be Known' as a grower; you can grow something in order 'To Know' what it looks like when it's grown; you can grow a privet hedge in order 'To Not-Know' the view of the local gasworks; you can grow a privet hedge in order 'To be Not-Known' by your neighbours.

Thus it is an error to try and draw a one-to-one correspondence between the legs of a goals package and the legs of the 'To Know' package. Life knows no such limitations.

This universe is a universe of purposes, either complementary or conflicting. While viewed as such it is possible to understand it. If viewed in any other manner it forever remains a mystery. What we regard as an object in the universe only consists of purposes. It is held in existence by its own internal conflict of purposes. It is a highly compressed goals package. As the basic goals package is 'To Know', every object in the universe can only basically consist of this package. Within this truth lies the key to vanishing unwanted universe objects.

All goals packages are within the basic package, 'To Know'. Why, then, may it be necessary to address other (junior) packages on the route out? Simply because a being may not clearly perceive that any given purpose in life is a method of achieving one or other of the legs of the basic package. Once he perceives this regarding a given purpose the charge (upset) on that purpose vanishes and reappears in the 'To Know' package. While he does not perceive this the charge remains in the junior package.

It is a truism of psychotherapy that a patient can only be helped within the structure of his own convictions. Or, as they say, you can only help him 'where he lives'. One could, of course, by means of the technique of listing the purpose of a purpose eventually get the patient to realise that the purpose bothering him was really one or other of the legs of the 'To Know' package. However, this is not desirable, and no matter how smoothly achieved will leave the patient feeling as if he's been deprived of something. Which he has. He's been deprived of the other purpose! Far better to address the junior purpose in the context of its own package. When you do this it very often happens that the junior package suddenly 'collapses' at the instant when the patient realises that the purpose in question is only a method of achieving one or other of the legs of the basic

package. All residual charge will then leave the junior package and reappear in the basic packages - where, of course, it truly belongs. However, junior packages, being complete in themselves, will also erase in their own right quite independently of the basic package.

The legs of a junior package must bear the same relation to each other as do the legs of the basic package. Otherwise the package is not a true package and will never erase. E.g. The complementary goal of 'To Free' is 'To be Free' not 'to be freed'. Some care is always required in formulating the exact wording of junior packages.

Cross-Packaging

When a junior package is not erasing cleanly the most common fault is that the package is not a true package. This is known as cross-packaging. It is one of the 'deadly' sins. When two or more junior packages are crossed up into one package neither of the packages will erase, and the whole mish-mash just grinds on forever. The therapist who tries to resolve a man's drinking problem by addressing his infantile sex life is guilty of cross-packaging. This is why the 'therapy' goes on forever with no relief for the patient. Indeed, the basic way to confuse a being is to cross-package him. Much thought has been given to this gentle art in the history of the universe, and the most confusing things that have ever happened to beings have been overt attempts to cross-package them - all under the guise of 'education', of course. Once cross-packaged the being is stuck within the crossed-up packages forever. Cross-packaging is the primary method of enslaving spiritual beings that has been used in the universe. It is infinitely more effective than the use of rubber truncheons. So make sure that the legs of your junior packages bear exactly the same relation to each other as do the legs of the basic package. Only then will they erase.

Check that the complementary postulates are indeed complementary, and that the opposing postulates are exact oppositions. This can only be done empirically, on the basis of cold, hard logic. To do it any other way is to court disaster. One may have a strong 'gut feeling' that the goal 'To Eat' is opposed by the goal 'to not be edible', however logic tells us that the correct opposition is 'To Not be Eaten'. The difference between the package cleanly erasing and grinding on forever is to be found within such fine shades of meaning. Nowhere in life do you have to be more precise than in this area of composing junior goals packages.

Erasure is vanishment, when a goals package has been erased from the mind it is gone. Literally. All four legs have vanished. It has not been suppressed, repressed or any other type of pressed. It has neither been adjusted to or not adjusted to. It has gone. Even the concepts contained within the package have to be consciously created by the being before they exist. You can hunt in the mind forever with lie-detectors, skin galvanometers, et al, and find no trace of the component legs of an erased goals package. Thus, the concept of erasure is a psychotherapist's dream. It is also a nightmare to those who hold a mechanistic view of the mind, and maintain that once an 'impression' is made on the mind it is in that mind forever. Faced with the phenomena of erasure they either don't believe it, tear up their textbooks and acknowledge that they were in error, or

jump out of sixth story windows taking their textbooks with them, depending upon their mental stability and general willingness to change their minds about such things.

A goals package is the smallest unit that can be erased from the mind. Hence, when something erases from the mind some goals package or other has been erased. This can and does happen in general psychotherapy, and accounts for the 'miracle' cures we sometimes read about.

Partial erasure of a goals package is called 'nulling that package'. Nulling a package reduces the intensity of the compulsive games condition between the legs of the package. If a goals package can be nulled it can also be erased.

Are we then free to take any purpose, formulate it into a goals package, and proceed to erase it from the mind? No. We are not free to do this for every purpose.

Life Goals and Non-Life Goals

To understand why this is so we have to examine the basic urge of life in this universe. In this universe life is endeavouring to be. It is endeavouring to exist. The purest expression of this urge is contained within the 'To be Known' leg of the basic package. This is true of all life in the universe right down to the cellular, bacterial and virus levels. Goals which further or enhance this basic urge can be formulated into goals packages and will erase. They are called Life Goals. Goals which oppose this basic purpose, when formulated into goals packages, will not erase. They are called Non-Life Goals. An examination of the basic package also reveals that the goal which most furthers and enhances the 'To be Known' leg is the goal 'To Know', the complementary goal in this package. Thus, 'To Know' most furthers and enhances life's basic urge in the universe.

Thus, a life goal is defined as one which is not opposed to the 'To be Known' leg of the basic package.

Thus, a non-life goal is defined as one which is opposed to the 'To be Known' leg of the basic package.

Non-life goals, upon examination, will invariably be found to be part of the negative legs of life goal packages. E.g. The goal 'to hinder' is clearly totally within the 'To Not Help' leg of the 'To Help' package.

Non-life goals can only be erased from the mind by erasing the life goal package in which they are contained.

This limitation upon the formulation of goals packages is put on us by the nature of this universe, and the purpose of life within it. It is not a limitation of method, but a limitation imposed upon us by the basic agreements and nature of the universe itself. The reason why non-life goals packages do not erase is because the goal upon which they are based is opposed to the basic urge of life in the universe, not due to some quirk in people's minds. The fact that non-life goals packages do

not erase is extremely powerful evidence supporting the theory of life's basic urge in the universe.

One could wax very moralistic about all this, and point to non-life goals as being 'original sin' or some such, and use it as a platform to assert the way to the 'good and pure life'. One is, of course, free to do this. And it is true that a spiritual being gets himself into all the trouble it's possible to get into in the universe by adopting non-life goals as a total way of life. And, in so doing, he can also make the life of those around him a misery too. However, no matter how much we moralise and point the finger, the truth is that some people have become convinced that the only way to live is to base their life upon non-life goals, and they will continue to do so until they change these convictions. The problem boils down to a problem in therapy, not a problem in morality, for only therapy can change their convictions without overwhelming them, and so driving them further into the trap. As, for the majority, this therapy can be completed by themselves in their own homes at no cost to themselves except their own time, we see this as the optimum solution to the problem.

Once a life goals package has been erased all the non-life goals to be found within its negative legs will also be found to be erased. E.g. Once the 'To Help' goals package has been erased, the 'to hinder' package, and all similar packages to be found within the negative legs of this life goal will also be erased.

The more fundamental a life goals package is, the more non-life goals are to be found within its negative legs. Thus, the 'To Know' package, being the basic package, contains all possible non-life goals within its negative legs. It also contains, of course, all possible life goals within its positive legs.

The general rule of therapy is to address the most fundamental life goal that will produce change in the being when addressed. From this rule is derived the rule that we always address the basic package first, and stay with that package as long as it produces change. We only leave that package when it ceases to produce change in the being, and then only temporarily until it can once more be run gainfully.

The main purpose of addressing junior packages is to permit the basic package to be run gainfully. This is purely a matter of the most efficient use of therapy time. Life contains a near infinity of significances, and we are addressing all of them when we address the basic package. To address a junior package while the basic package can be addressed gainfully is a non-optimum use of therapy time.

Non-Life Goals Don't Erase

Knowing the nature of life's basic urge in this universe it should come as no surprise to us to learn that non-life goals packages not only never erase, but produce a steady worsening of the state of the being while erasure is being attempted. It's not that they just grind on forever, like cross-

packaged life goals do, never nulling and never erasing, but they actually produce a marked worsening in the state of the being. And there is no relief from this worsening. If the non-life goals package is persisted with it would eventually lead to the demise of the by now thoroughly demented and tormented being. One either does this right or it will kill you. There is no middle path.

I could not stress this fact too strongly. I've walked to the gates of hell researching non-life goals packages on myself to discover this truth, and there's no need for others to repeat the torture on themselves. We have, within the technology of the goals package, the power to give a being either life or death. All coins have two sides. The non-life goals package is the other side of the coin called life. However, such is the power of the basic package (To Know) that it will actually repair the ravages brought about by running non-life goals packages. If this were not so I would not be writing this now. But I only caught it in the nick of time. You may not be so fortunate.

If you wish to play with non-life goals packages while the life goals packages are still heavily charged, there is a very precise way to go about it. Contact your local undertaker and get him to deliver you a coffin. Lay in the coffin and address non-life goals packages. Then your next of kin will only have to screw the lid down when you expire. They won't have long to wait.

I can give you the basic non-life goals package. I give it to you so that you can avoid it. A spiritual being cannot be destroyed. He can only be degraded. And he has been degraded. He's been degraded so much that the urge to degrade can beat strongly in his breast. Life on this planet is being constantly degraded by those who deny that it is basically a spiritual quality, and insist that it is basically mud. The whole philosophy of materialism is a direct degradation of life. It's purveyors, themselves degraded to the point of being convinced that they are no more than mud, take a perverse joy in trying to drag others down into the ooze. Most of the 'education' a spiritual being has ever received in this universe has been an overt attempt to degrade him - to strip him of his native spiritual qualities. For while he is cognizant of his true spiritual nature he is considered infinitely dangerous to those who wish to use him for their own ends.

The 'to degrade' goals package, when formulated and used, is one very 'hot' non-life goals package. It will soon have you scraping agony off the walls of every torture chamber this side of Galaxy 4. And that is only for starters. Very soon death is regarded as a welcome release. The whole of the 'to degrade' package is within the negative legs of the 'To Enhance' package. This life package, when erased, also erases the 'to degrade' package amongst others. And this erasure is achieved painlessly. Once achieved, the 'to degrade' package can be run with impunity. It has no more charge left in it than a piece of dead codfish. I trust that you are getting the message.

Such is the power of the 'to degrade' postulate in the universe these days that the basic upset in any person's life is invariably an overt attempt to degrade them by others. It is usually in early childhood, or even infancy. The incident is so abhorrent to the being that he rapidly shuts it out of mind (Not-Know), and by adolescence it is no longer a part of his or her conscious recalls. Yet the incident continues to have a profound effect upon the being for the remainder of that life-time,

and colours his physical, emotional and intellectual approach to everything he does. By addressing the 'To Enhance' goals package in the form of the 8 classes of overts and motivators, just as given for the 'To Know' package earlier, any psychotherapist could rapidly 'spring' this basic lifetime degradation into view and permit its re-evaluation to Present Time (now) realities. Such an action would be enormously therapeutic to the patient, and would result in a betterment of their whole personality. Such are some of the applications of this technology in the field of psychotherapy. The same results can, of course, be achieved by a person running solo on the exercises given in the Practical Section.

The basic law of this universe states that:

It's only possible 'To Know' those things which
have been brought into existence 'To be Known'

From this law it follows that those things which have been brought into existence 'To be Known' are ipso-facto considered knowable. This means that the universe imposes upon us a willingness 'To Know' those things we bring into existence 'To be Known'. While we function inside this law we can play games in this universe with impunity. However, once we try and function outside of this law the universe becomes a trap. The trap is, of course, our ignorance of the basic law of the universe, not something intrinsic in the nature of the universe itself.

This means that it's quite safe to create any effect in this universe as long as one is willing to experience (know) the effect one has created. Once one loses sight of this law one becomes trapped. Trapped where? Trapped within the basic 'To Know' goals package. And, of course, trapped within the universe itself.

As all junior goals packages are within the basic package, they too follow the same basic law. E.g. The 'To Free' package. It's not possible 'To be Free' without being willing 'To Free' (others).

Law of the Complementary Postulate

This aspect of the basic law of the universe is called the ‘Law of the Complementary Postulate’. It states:

To adopt any postulate in a goals package
while being unwilling to adopt its complementary postulate
leads to entrapment in that goals package

The only entrapment this universe contains is violation of the Law of the Complementary Postulate. Bear this law in mind as you erase goals packages.

Thus we can always measure the degree of entrapment in a goals package, and the intensity of the games condition between the legs of the package, by discovering how willing the being is to adopt the complementary legs of that package. E.g. The 'To Control' package. The positive complementary legs of this package are 'To Control' and 'To be Controlled'. Entrapment in this package is indicated when one of those postulates is preferred to the other. As the package erases, of course, this imbalance lessens and finally vanishes, at which time the being is equally willing to occupy any of the four legs of the package. Of course, an imbalance in the positive complementary legs of a package also produces an equal and opposite imbalance in the negative complementary legs of that package.

One may wonder if we can get round the limitation of non-life goals packages being un-erasable by addressing them in a negative form. E.g. 'to hate' is a non-life goal, for 'to hate' is totally within the 'To Not-Know' leg of the 'To Know' package (one does not wish to know those things that one hates), and is therefore opposed to the 'To be Known' leg. Would not, then, the goal 'to not hate' be erasable when formulated into a package? The answer is no. This can be proven empirically. The conclusion has been verified by testing. It can be proven empirically by an application of Boolean algebra, or even by formal logical reasoning. Given that the class 'to hate' is within the class 'To Not-Know', it follows that the class 'to not hate' contains within it all the class 'To Know' plus some of the class 'To Not-Know'. Therefore, some of the class 'to not hate' is opposed to the class 'To be Known'. Thus, 'to not hate' is also a non-life goal and its package will not erase. In life, one does not get out of the trap of hating by adopting a policy of not hating. This is true for the negative legs of all non-life goals. Their packages do not erase, and in life one does not become free of them by adopting their negatives.

Only life goals are erasable from the mind. None of the legs of non-life goals packages can be formulated into erasable packages.

The negative legs of life goal packages, when formulated into goals packages, also will not erase. This much is obvious from first principles, but has also been verified by testing.

When we violate the basic law of the universe in formulating goals packages the packages never erase and are intensely non-therapeutic. When we try and live our lives in this universe on the basis of non-life goals, or their negatives, we become further and further entrapped in compulsive games play, and in the universe itself.

Once trapped within a goals package, whether a life or a non-life package, it is incredibly difficult to get out of this trap by livingness alone. The being moves compulsively from one leg of the package to the next, round and round, like a tennis ball bouncing inside a box. He endlessly tries to get relief from the agony that every leg eventually becomes by adopting a new leg, only to find that that leg in turn sooner or later becomes agonizing. No matter how he twists and turns and struggles, he is trapped within the box - within the goals package. Is it so surprising that some eventually go insane, and retreat to private hells of their own manufacture? A hell that is only slightly less agonizing than life has become.

There may be a relief for some by adopting the philosophy of the world's great spiritual leaders. E.g. Christ's message: 'Love thy neighbour as thyself'. But for the many they are simply unable to use these routes to get out of the trap that life for them has become. They are far too enmeshed in the trap to be able to get out of the trap by changing their mode of life and thought. Their compulsive thoughts govern their behaviour; their compulsive behaviour governs their thoughts. They are trapped forever in the universe. This is literally true, for when the basic law governing the game of this universe was dreamed up, no arrangements were made to ever bring the universe to an end. Why should they be made? Do children, left to themselves, ever put a time limit to their own playtime?

Release from the Trap

The only release for the majority from the trap this universe has become for them, is to methodically take apart the trap they have made for themselves. This universe was never designed as a trap. But it most certainly becomes one when one acts in it in ignorance of its basic laws. This technology is such a route out of the trap.

There are only three steps that a spiritual being needs to take in order to free it from any trap. They are:

1. Realise that you are in a trap
2. Discover the true nature of the trap
3. Walk out of the trap

We see, then, that the subject of traps is intimately connected to the subject of knowing. It is no accident that the basic goals package that governs life in this universe is 'To Know'.

Non-Life Goals Packages

A partial list of non-life goals follows. Each of them has been tested and found to be intensely non-therapeutic and non-erasable:

- To Degrade
- To Destroy
- To Blame
- To Enslave
- To Hate
- To Drug
- To Trap
- To Lie
- To Cheat
- To Steal

There are many other non-life goals, but most will be found to be variations of the above list.

Life Goals Packages

A partial list of life goals follows. Each of them, in addition to the 'To Know' package, have been tested and found to be therapeutic and erasable.

- To Create
- To Love
- To Admire
- To Enhance
- To Help

- To Feel
- To Control
- To Own
- To Have
- To Eat
- To Sex

Perception Packages

There are also the perception packages. These are all within the 'To Know' leg of the basic package, and are therefore therapeutic and erasable.

- To See
- To Hear
- To Touch
- To Smell
- To Taste

Language purists who complain that the word sex is a noun in English are free to use the Anglo-Saxon four-letter verb (To Fuck). It means the same thing. When working with goals packages one quickly gets used to verbalizing nouns when simple verbs are not available in the language. After all, words are only symbols representing concepts, and when working solo we are free to use them however we please. Only when dealing with others do the meanings of the words have to be agreed upon.

The main list of life goals, headed by 'To Know' and continuing with 'To Create' etc., form a scale of increasing condensation, or solidity. You will be able to write a book about what you will find as you erase each of these packages. I'll leave you to make your own discoveries. Quite apart from therapeutic considerations as you erase the package you will learn more about the subject matter of the package than you could ever learn by taking a course at a university in that subject.

The list of life goals given are by no means a complete list of all possible goals of this class, but you will find that most others are variations of the ones listed. The list is certainly adequate to get you out of any type of compulsive game you have got yourself into in this universe.

Formulate Your Own Packages

However, you may like to formulate your own life goals packages. A very useful trick when confronted with a non-life goal, and wishing to find the life goal in whose package it resides, is to take the opposite (not the opposition) of the goal and formulate that into a package. E.g. The opposite of 'to destroy' is regarded as 'To Create'. Formulate and run the 'To Create' package. 'to destroy' can also be considered as the ultimate in hindrance, or non-help. So formulate and run the 'To Help' package. Both packages resolve compulsive destructive tendencies - as, indeed, do all life packages. Again I would like to remind you that when formulating a goals package be very

sure that the legs bear the exact same relationship to each other as do the legs of the basic package (To Know). You can waste hours - even years - trying to erase packages where the complementary legs are not exactly complementary, and the opposition legs are not exactly opposing. Consult a good dictionary when in doubt. Get it right before you start. It's always quicker in the long run.

The complementary legs of the life goals listed follow. Their negative legs are obtained by adding the word 'not' to the positive legs:

- To be Created
- To be Loved
- To be Admired
- To be Enhanced
- To be Helped
- To be Felt
- To be Controlled
- To be Owned
- To be Had
- To be Eaten
- To be Sexed

The similar list for the perception packages is:

- To be Seen
- To be Heard
- To be Touched
- To be Smelt
- To be Tasted

'To Drink' is a part of the 'To Eat' package. Thus, it too is a life goal and will erase. Its complementary leg is 'To be Drunk'. I mention it because it is a specific package for the resolution of alcoholism - if you can get the alcoholic to stop drinking for long enough to null the package.

[Note: recall that the definition of drunk here is the past participle of drink.]

Some life packages are shared in common with your body (e.g. 'To Eat' and 'To Sex'). As you erase them you can expect to experience passing body stimulation. It will pass away as the packages erase. But remember that even though you have erased one of these packages, and are free of the compulsions within it, your body will still be active with the package. E.g. Even though you have erased the 'To Sex' package your body will still require sexual activity to remain healthy. Similarly with eating. It's the way the body is. It's a built-in part of its existence as a life form. You can be free of the compulsions within these packages, but your body never will be - and still remain a body. If you want a body that is free of the needs of food and sex then I suggest you look

around for a Mark VI robot body. They are very popular in some parts of the galaxy, although they are not without their own peculiar maintenance and upkeep problems.

The Dimensions of this Universe

This universe has been well described by physicists as a space-time continuum. It has three spatial dimensions, and one time dimension at right angles to the three spatial ones. Although this concept is easy to handle mathematically it is not easy to visualise, for once within the universe our minds become to some degree trapped within the three spatial dimensions. Which leaves the fourth dimension a bit tricky to grasp. However, life can embrace a four dimensional continuum. If life could not embrace it then life could not have created the idea of the universe in the first place. (Even if it is considered that the universe was created by God he too is considered as being

alive). Indeed, this universe is within life, rather than life being within the universe. Only when we consider life to be a phenomena generated by the masses and spaces of the universe do we have any real difficulty in grasping the nature of the universe. This is the ultimate trap of materialism.

We can get over the difficulty of conceiving of a four dimensional continuum very easily by dropping one of the spatial dimensions. This leaves us with a model containing two spatial dimensions and one time dimension. We can conceive of this very easily. Such a model is a cylinder closed at one end and open at the other. The two spatial dimensions of this tube are its cross section. The time dimension is the length of the tube at right angles to the cross section. The closed end of the tube is the beginning of the universe. The open end is now. As time passes the tube gets longer.

If we now imagine our tube to be populated with beings who can only easily perceive the two spatial dimensions our model is complete. We, of course, being easily able to perceive in three dimensions, can see the whole tube. The beings in the tube, by their own creativity and games play make time, and thus continuously extend the tube. We outside the tube, by observing them and seeing what they are doing, could easily predict the future of the tube. But if we were to enter the tube and agree to abide by the laws of the tube - i.e. to only perceive spatially in two dimensions - we too would become a tube dweller, and be limited accordingly.

And this is precisely how a being gets into the real universe. He considers that such a game looks like fun, and pops into the tube. After a while he may well wonder how he is ever going to get out again. He gets out again by contacting and reviewing his decisions to go into agreement with the laws governing the tube.

The basic law of our universe is that one will only know those things which are brought into existence 'To be Known'. Agreement with this law keeps us in the tube. It's as simple as that. As one continues to null the 'To Know' goals package one progressively frees up from the compulsion to be in the tube. Eventually one has regained ones freedom of choice in the matter of whether or not to stay in the tube.

Now this tube we call the universe has been in existence for some 2×10^{14} (200,000,000,000,000) Earth years. This is a long time when compared to an Earth year, but how long is it to a being who is outside the tube, and only needs to flip his attention from one end of the tube to the other?

Not every being currently in the tube has been in it since the tube began. They have been drifting in to see what the game is like continuously - like children joining in an existing game of ‘Cowboys and Indians’. Most have eventually become more or less trapped in the tube as they lost cognizance of their true nature as spiritual beings, and of the basic law governing the tube.

One of the many phenomena that stem from the basic law of this universe is that no matter when a being entered the tube all of the past of the tube is available to him. His agreement to only know those things which have been brought into existence 'To be Known' does not prevent him

from knowing anything and everything that has ever happened in the tube, whether or not he was in the tube when the event happened. Because everything ever brought into existence in the tube is knowable by the basic law governing the tube, the being can know it.

So you can know anything and everything that has ever happened in the past of this universe. But you cannot know what is going to happen in the future of this universe, because that has yet to be brought into existence 'To be Known', and so by the basic law of the tube is unknowable. 'To Know' the future of the tube you have to go out of the tube - and out of agreement with the basic law of the tube.

So you can know what has happened in the past of this universe, whether or not you were actually present when it happened. You can observe the fall of Carthage, the crucifixion of Christ etc. But don't be surprised if the event turns out to be different from what is reported in the history books. Historians use a system of knowing, not direct knowing. By the use of systems of knowing history becomes the common denominator of what people can agree upon as having happened, which can be and often is very different from what actually happened.

As we know, people can and do assume the identities of well known historical figures for the purposes of games play. This can and does become quite compulsive amongst certain types of personalities. We can predict that it would be most compulsive amongst the insane. And it is so. Any given insane asylum may have five Napoleons, four Christs and a couple of Genghis Khans. Where did they all learn so much about these identities to be able to become them so well? Need we ask? Are any of these insane people reincarnations of the originals? Probably not. But all of them have the native ability to know everything there is to know about the originals by examining the past of this universe.

Another aspect of the same phenomena is that any incident that occurred in the distant past of this universe can be found in the past of any being in the universe today. And it is ridiculously easy for the being to believe that he was actually involved in this incident, for he has no evidence to the contrary.

Again, then, we see the sheer futility of ransacking the past of this universe in search of the 'reasons why' for current behaviour. The being has the whole history of this universe to draw upon when he is a bit short of a convincing 'reason why' for a postulate, and will not hesitate to do so when pressed. Clutching a cherished postulate to his bosom, he will happily and methodically relate any and all of it to those who are stupid enough to search for the 'reasons why' of his postulate.

Only by resolving postulates in conflict can the being be freed from the trap the universe has become for him. This is the subject of the goals package in general, and the 'To Know' package in particular.

Dennis H. Stephens
September 1979

Addendum #3 – Sept' 1979

Practical Section

by Dennis H. Stephens

September, 1979

Acknowledgements

I'd like to acknowledge my debt of thanks to the world's great philosophers, artists, and men of compassion, past and present, who reminded me of man's better qualities. Particularly to George Boole, the man who took logic out of the esoteric and brought it into the realm of a mathematical calculus understandable by a second year algebra student.

I would like to acknowledge my special debt of thanks to L. Ron Hubbard, the founder of Dianetics and Scientology, the man who took psychology out of the brain and gave it back to the people. I was privileged to work with Dr. Hubbard during the formative years of his subjects, and he alone kindled the spark within me, the spark which said that sense could be made out of life, and that something could be done about it.

D. H. S. Sept. 1979

First Addendum to Practical Section

The only additions to the existing Practical Section are additions to Level 5. Nothing already written in the Practical Section is changed in any way.

Do the practical exactly as given in the existing Practical Section. Level 1, 2, 3, 4 and 5.

Continue on Level 5 with the 'To Know' package while it continues to produce change. Never - repeat, never - leave this package for a junior package while it is still producing change. You may never have to leave it, and it will take you all the way. It is the only package that can do this.

If running the 'To Know' package on Level 5 **never** produces any change, then one of the following is happening:

1. You aren't running it properly. Check your instructions.
2. Levels 1, 2, 3 or 4 are not properly run. Go through them all once more from the beginning and complete. Then return to Level 5.

The basic package, when correctly run as per Level 5 by a being who is ready and properly prepared to run it (i.e. Levels 1, 2, 3 and 4 run until no more change) will always produce some change. It is usually considerable. There is no exception to this rule. If the being is in this universe, and is ready for Level 5, then Level 5 run on the 'To Know' package will always produce change when first addressed. The reason for this is because no matter what goals the person is functioning on in life these goals must contain some conviction component associated with them. Conviction is enforced knowingness, and so the 'To Know' package will mop up this charge.

The primary error on Level 5 is to abandon the 'To Know' package because it has never produced any change, and go ransacking amongst junior packages like a shopper looking for bargains at a sale. None of the junior packages will aid you in the slightest until you can make the basic package run for you. The fault is not in the significance of the basic package, it lies in the fact that either you are not yet up to doing Level 5, or you are not running it properly. Get the basic package running. Stay with it as long as it continues to produce change. Only when the basic package is running are junior packages runnable. To do Level 5 any other way is the Royal Road to making a cot case out of yourself. You are already playing with dynamite, so don't push your luck too far.

Select a Junior Package Once Level 5 Ceases to Produce Change

If the 'To Know' package ceases to produce change after having produced change, then select another life goal that interests you. Interest is always the keynote that determines the selection of a junior package. It takes precedence over all other types of assessment. If a goal is of no interest to you then don't waste time addressing it, for it will not help you. Later you may become intensely interested in this goal. Then is the time to address it.

Preference should be given early on to the tested list of junior life goals given in the Theory Section (Addendum #2). It's a very comprehensive list, and one or other of these are usually of considerable interest to most beings. This list also has the advantage of having been tested and proven out as life goals. There is really no need to ever look outside this list, but you are, of course, entirely free to do so.

However, the following rule must be observed:

Always look up the meaning of a goal in a good dictionary before addressing that goal

The reason for this is obvious. If you have an offbeat understanding of the meaning of the word you can very easily turn a good life goal package into an intensely destructive non-life goal package. E.g. If you believe that 'To Control' means to hit over the head with a hammer then you should order your coffin and have it ready before you address the 'To Control' package. The meanings of the list of junior life goals given in the Theory Section are as per the Oxford English Dictionary. They are only life goals when defined as such.

Next, formulate your junior goal into a package. I have given you the complementary and opposition goals for the tested list, and they are correct. When doing it for other goals take great care.

#1 – Is it a Life Goal?

First, thoroughly ensure that the goal is a life goal. Does it in any way oppose the goal 'To be Known'? If it does it's a non-life goal and cannot be used. The rule here is, when in doubt don't play with the goal as a therapeutic tool. It's far better to be safe than sorry, for we have no shortage of tested life goals for you to address. Many goals at first glance appear to be life goals, but further examination reveals them to be non-life goals. Check the opposite (not the opposition) of the goal. Is that a life goal? If it is, then the goal you have in mind is very probably a non-life goal. But the basic test is always: Does the proposed goal in any way oppose life's basic urge in the universe: To Be; To Exist; To be Known? Does it prevent others from being, from expressing themselves? Does it help others? Does it enhance others? If it passes all of these tests it is probably a life goal, and is usable. But you still won't be certain until you've tested it.

#2 – Is it within a Another Package?

Next, is the proposed goal within one of the tested goals listed? Or is it a synonym for one of these goals? E.g. 'To Possess' is a life goal, but it's a synonym for 'To Own'. Use the 'To Own' package, which has been tested. E.g. 'To Grow'. This is a life goal, but it is a system of creating. Run the 'To Create' package. E.g. 'To Survive'. This is a life goal, but it's an expression of 'To be Known', run the basic package.

#3 – Formulate the Package

Having selected your junior goal, formulate it into a package. Ensure that the complementary legs are indeed complementary, and that the opposing legs are exact oppositions. To complement means to complete. Thus, a complementary goal completes or fulfils, its twin. It's always an exact fulfilment; never approximate. If the fulfilment is not exact you are cross-packaging, and the package will never erase. Check it out thoroughly with a good dictionary before proceeding - unless you like to spend six months grinding away at an un-erasable package. Cross-packaging is very dull, particularly when it can be so easily avoided before you start.

Cross-packaging may be good business for psychoanalysts, but it's a curse for anyone who wants to get anywhere.

The Anatomy of a Goals Package

The anatomy of a goals package can be very precisely stated:

a) Let the goal be denoted by X
b) Let the complementary goal of X be denoted by Y
c) Then the opposition goal to X is (1-Y), the negative of Y
d) Then the opposition goal to Y is (1-X), the negative of X

The universe of the goals package is given by:

$$XY + X(1-Y) + Y(1-X) + (1-X)(1-Y) = 1$$

Unless any restrictions are added, the universe of the goals package is coextensive with the real universe.

Logic

Logic is the science of reason. I only mention it here because of the fact that as games become progressively more compulsive with a being his behaviour becomes progressively more illogical. Also his regard for the subject of logic itself steadily lessens, until he eventually considers the subject to be both useless and incomprehensible.

Thus, a person in a highly charged games condition will have a terrible time trying to study logic; he will endlessly burn the midnight oil trying to grasp even its most fundamental axioms, then, failing, will refute the whole subject. Yet such a person, once relieved of the compulsion to play games, will naturally lead his life in a logical manner - quite independently of any cognizance of the subject of logic itself. Then, once again discovering the subject of logic, will find it to be a very simple and obvious subject, and may even wonder why so many other people find it both awesome and incomprehensible.

It's entirely a matter of the compulsion to play games. You see, games are not reasonable. They are fun, but they are not reasonable. So as they become more and more compulsive, the subject of reason itself becomes more and more alien to the being. Thus, this is also the entire subject of insanity.

Life Goal and Non-Life Goal Packages

The rule of thumb about the opposite (not the opposition) of a non-life goal being a life goal is not invariable, and will sometimes let you down. Some goals and their generally accepted opposites will both be found to be non-life goals. This is true of the whole class of goals which arbitrarily compartmentalise things - i.e. goals which divide life into arbitrary classes. E.g. 'to be within' and 'to be without'; 'to be for' and 'to be against'. These classes are not natural classes, and only stem from games play.

Thus, both the goal and its opposite are restrictive upon life, and are opposed to the full expression of the 'To be Known' leg of the basic package. The compulsive games player is always trying to convince you that you must either be for him or against him. This is not a complete statement of the choices, or options, that are available to you, for you can also be both for him and against him, or neither for him nor against him. The fact that he cannot grasp this reasoning is only indicative of his compulsion to play games, and in no way limits your full freedom of choice in the matter. Thus, all goals which arbitrarily compartmentalise life are non-life goals. There are many of them, and when searching for junior packages it's very easy to inadvertently fall foul of this class of goal. But you'll know all about it as soon as you try and run the package: you'll find yourself on a very slippery slope that leads to the graveyard.

Running a Junior Package

Having formulated your life goal package, you run the package exactly as you would run the 'To Know' package. And I mean exactly. No variations whatsoever are allowable - not by me, but by the fundamental nature of this universe. And that means all the extras, like RI as indicated. Everything you know about running the basic package also applies to the running of junior packages. You take the whole technology, en bloc, and apply it to the junior package. Junior packages won't come apart if addressed in any other manner. I know, because I've tested all possible variations, and the only way junior packages come apart is when addressed in the same manner as the basic package. You enter the package at the same point, and you leave it at the same point as you do the basic package. That's it.

One of the following will occur:

a) The package is nulling. Good. Keep on with it and shoot for erasure. Never leave a package which is nulling, and therefore producing change.
b) The package erases. The effect here is the complete vanishment of the package. All the conflict (charge) between the legs of the package vanishes. The package is now strictly ho-hum. Get off it. Don't overrun it hunting around for charge that is no longer there. That is just being dull. Leave it at the point of erasure. When they erase you always know it. There's never any doubt. It's gone. You can wave that one good-bye forever. You couldn't even put the charge back into the package if you tried. Go back to the basic package.

c) The nulled package stops producing change without erasing. Good. Get off it and go back to the basic package. There's no more benefit to be gained by you at this time by further address to the package. Don't worry, it will come out in the wash. You've done all you can do at this stage with that package. The chances are that it will now erase of its own accord while you are addressing the basic package. Never grind away at an unerasing package.
d) The package suddenly collapses upon the realisation that it's really within the basic package. Good. Get off it. It's now a 'dead' package. Go back to the basic package. All the residual charge on this junior package has now transferred to the basic package, where it truly belongs. Never play with collapsed packages. It's a complete waste of time.
e) The package doesn't null. It just grinds on forever, never producing any change, never doing anything at all. You are cross-packaged. Check your package legs. Get out your dictionary. If you can't spot the cross-packaging, and therefore cannot make the package null, then get off it and return to the basic package. Never waste time with crossed-up packages. Your whole mind is a vast crossed-up package - which is why you are holding it in suspension trying to figure it out. Crossed-up packages can never erase; they just sit there forever all crossed-up. Go and give the package to a psychoanalyst; they love them, and spend their whole lives playing with them.
f) The package is slowly killing you; the birds are no longer singing in the trees; life seems to get more and more solid and desperate; your space starts to cave in on you; you see brawny men in little white jackets observing you furtively from around corners; your body feels as if it's about ready to step into a coffin - if you had the energy to go and find one. No, it's not a vitamin deficiency that ails you. You have found yourself a non-life package. Get off it now. Get back onto the basic package and start repairing the ravages.
   Don't feel embarrassed about it, for it happens to the best of us who walk this path. The only good thing about running a non-life goals package is that it instils a healthy caution about goals packages in general, and you rarely make the same mistake twice. If it weren't so intensely non-therapeutic I'd recommend it as an integral part of any being's education in this subject.
g) The package is very heavy, and knocks you about badly as you work with it. Yet the package is slowly nulling. You've found yourself a hot package. If at all possible stay with it until no more change, then return to the basic package. But if you do have to abandon it because it's too heavy, you must be prepared to return to it one day and null it. You'll never be entirely free of it until you do so. It will stick in your craw as a failure until you finally lick it.

There's never any difficulty in differentiating between a heavy package and a non-life package. The non-life package is insidiously destructive; its bad effects are slow and progressive, never startlingly painful. The heavy package will hit you - bang! - as soon as you address it. Your whole mind can light up like a pinball machine, with energy flying all over the place. You can feel like a twig in a storm. It's strictly whee!!... Yet as soon as you return to the basic package the fireworks are rapidly mopped up, and all is quiet once more.

We can see, then, that whatever the outcome of working with a junior package, the next step is always to return to the basic package and re-null it. Why? Because any address to a junior package changes the breadth of your understanding of the subject of knowing, and thus permits more charge to be nulled from the basic package.

The basic package also has this quality: It has the power to straighten out any difficulties you encounter with junior packages. It is the only goals package that possesses this quality. Remember this, for it may save your life one day. It saved mine in the early days of researching junior packages, when I fell foul of a non-life package. This is one of the reasons why you have to null the 'To Know' package before addressing junior packages. Until the basic package has been nulled, and you realise its potential, you are adrift in a vast sea of significances called life.

The 'To Know' package is always your life raft; something you can return to and get things straightened out once more. It will never fail you.

Be Wary of Coming a Cropper

One certain way to come a nasty cropper on the subject of goals packages is to ignore the basic package completely, and start wandering around the junior packages, a nibble here, a bite there. Such a dilettante attitude would show a profound ignorance of the nature of the mind in general, and of the basic law of this universe in particular. And the person could easily pay for it with their life or their sanity. When we are addressing goals packages we are addressing the very stuff of which the mind is composed; the very building blocks of sanity itself. To treat them with less than the respect they deserve is to only court the disaster that will inevitably follow.

Any person reading this who, without addressing Levels 1, 2, 3 and 4, and thoroughly nulling them, proceeded to compose and address junior packages at Level 5, is best advised to do so while sitting in a padded cell wearing a straight-jacket. For that is precisely where he belongs, and where he will most certainly stay. I mean it. We are not playing patty cake here at Level 5 - and particularly Level 5 of the junior packages. The whole subject is booby-trapped, and full of yawning chasms for the unwary. Until you get that basic package running for you, and you won't until Levels 1, 2, 3 and 4 have been properly nulled, I can assure you that you are a lamb going to the slaughter when you start playing with junior packages at Level 5. Yet once you have that basic package running for you, and you have nulled it as far as you possibly can, you can pick your way through the minefield of the junior packages with relative impunity, for you always have the basic package to fall back on and straighten things out once more for you. Oh, you'll get your feathers singed and your fur ruffled more than once en route. That is inevitable. But you'll get there. Which is something you'll never do without the basic package running for you. I trust you get the message. I kid thee not. And there's nothing in it for me to be less than totally honest with you.

Why Run the Junior Package?

The only reason we ever run a junior package is to permit the basic package to be once more run gainfully. Dispel any ideas you may have that there are any hidden secrets of life deeply buried amongst the junior packages, only awaiting your arrival with the key to unlock them. There's nothing in any of them which isn't also in the basic package. But you don't believe this. So you'll have to address junior packages in order to find out that it is so. If you knew this, the basic package would never go null on you, and you would never have to run a junior package. These junior significances only got into life as the result of games play. Later they became importances in their own right. To some they have become all of life. Once this stage is reached the junior significance has to be addressed in its own right before the person can again realise that it always was a part of the basic package all along.

So after addressing a junior package your next step is always to return to the basic package. And there you stay as long as the basic package continues to produce change. If it once again goes null, then select another junior package that interests you and repeat the procedure I've indicated. Then, whatever the outcome, back you go to the basic package once more.

There's no need to knock yourself about unnecessarily trying to null hot junior packages. There's no medals being given out for bravery in the face of the opposition legs of a goals package. If it's a mite too hot to handle right now, then leave it and return to the basic package. Just note that junior package down for future reference, that is all. Then, one day when you are feeling real chirpy, you can nip in and erase or collapse that troublesome junior package once and for all.

As you progress along the route as given you will find yourself more and more working with the basic package, until eventually the merest sniff at a junior package is sufficient to erase or collapse it. After this you have to stay on the 'To Know' package - simply because it's the only package that does anything for you. As this is the basic package, this is exactly how it should be. If anyone had asked you what the basic package was at the time you came into this universe, you would have thought him a little bit mad to be asking such a ridiculously simple question. It's obviously 'To Know'. Why, the basic law of this universe clearly states that. . .

The subject of junior packages is complete in therapy when, and only when, the being is utterly certain that any purpose in life is a method of achieving one or other of the legs of the basic package. This is not merely an intellectual certainty - something which I tell you, and you believe because my reasoning seems sound. It is something you must discover for yourself. The only way to discover this is to run junior packages. Then you will know it is true. Then, and only then, will you be free of the junior packages. When the job is done you'll know that the 'To Know' package is basic. Until the job is done you'll still have lingering doubts in the matter, and these doubts will halt your progress right there. The junior packages have an entrapping influence in their own right, quite independently of any games you may play with them - simply because they are junior packages, and not basic. The only way out of the entrapping influence of the junior packages is through them. You came in this way, and you go out in the reverse way that you came in. Then you

will see them for what they are - methods of knowing, not-knowing, making known and making not-known. They are methods, or systems, of knowing, brought into existence by reason of games play within the legs of the basic package. Once free of them you'll never need to address them again in therapy. From that point onwards you'll only work with the basic package, for there is nothing else left with which you can work.

Undoubtedly, for many beings the erasure or collapsing of the junior packages will be the most difficult part of Level 5. It's entirely matter of how much you have convinced yourself and others that there is more to life in this universe than the subject of knowing. There isn't, and so you will have to take these lies apart. The doing so is all the strife you will encounter on the subject of junior packages in therapy. But once this has been done the rest is easy. All the booby traps and minefields are on this subject of junior packages. Once free of them, the rest is good roads and good weather.

Sub-Divide Level 5

Clearly, the time has come for us to subdivide Level 5.

5A. The nulling of the 'To Know' package

One only leaves this step if the basic package ceases to produce change. It may never cease to produce change, in which case one stays on 5A until the basic package erases. This will be true for a percentage of beings who do these exercises.

5B. The erasure or collapsing of junior packages

The whole purpose here is to address junior packages with a view to collapsing or erasing them. There is no other purpose. While junior packages are 'alive' in their own right the basic package may be inhibited from erasing. This step is complete when all junior packages have either been collapsed or erased. (The non-life packages, been within the life packages, will also collapse or erase.) When this has been accomplished the basic package may now run to erasure. If it again goes null and ceases to produce change before erasure occurs it can only mean that the being is trapped within some junior universe that is inhibiting the erasure of the basic package. So Level 5C is indicated.

5C. The erasure of junior universes

- A junior universe is a universe that is totally within the physical universe
- All junior universes are coextensive with the physical universe
- All junior universes are within the 'To Know' basic goals package

Examples of junior universes are cats, kings and coal heavers. Any class of identities or objects are within the class of junior universes. All junior goals packages, whether life or non-life, are within the class of junior universes.

Junior Universes

It is necessary to clearly grasp at the outset that any junior universe is coextensive with the physical universe. The physical universe can be divided into any concept (object) and its absence. Thus, the sum of the class of cats and the class of non-cats is coextensive with the physical universe. The physical universe does not consist of cats, non-cats, and sundry other things. It only consists of cats and non-cats. A being playing games with cats can be bothered by cats, or be bothered by the absence of cats (the presence of non-cats).

While we consider the class of a junior universe to be coextensive with the physical universe it is possible to erase (vanish) its influence upon the being, and return to the being his full freedom of choice regarding the junior universe. While not so considered it is not possible to erase junior universes. E.g. Cats are a part of the physical universe, but the class of cats and non-cats is coextensive with the physical universe. As we cannot erase cats from the mind without also addressing and erasing the subject of non-cats from the mind, we are bound to address the whole junior universe of cats - which is coextensive with the physical universe. Re-read this until you fully grasp it, for it is vital to an understanding of what we are doing at Level 5C.

It is not practical to address the subject of junior universes until the subject of junior goals packages has been resolved (Level 5B). This is because the address to junior universes triggers junior goals packages which, while alive in their own right, inhibit the action of the basic package. An example will clarify this. A possible junior universe is that of 'a controller'. Clearly, a controller controls. While the 'To Control' package is still unerased or uncollapsed the junior universe of 'a controller' will not be amenable to an address by the 'To Know' package. The first step is to collapse or erase the 'To Control' package. Then, and only then, can the junior universe of 'a controller' be successfully erased by the basic package. The junior universe of 'a controller' cannot be cleanly erased by use of the 'To Control' package, for the 'To Control' package is itself a junior package, and is totally within the basic package. A junior universe may utilise many junior goals; until these have been either collapsed or erased at Level 5B, the junior universe is clearly not amenable to an address by the basic package.

To address junior universes while junior goals packages are still alive in their own right is therefore futile. The being rapidly drowns in a sea of unresolved junior goals packages, and gets nowhere. However, once this matter of junior goals packages has been resolved the junior universes will be found to erase cleanly when addressed as a part of the basic package. You will recall my injunction in the earlier Practical Section regarding the putting up (creation) of specific effects at Level 5 (now Level 5A). I was aware then that there was something inhibiting the indiscriminate use of the basic package regarding specific effects, but hadn't clearly isolated the factors involved. The inhibiting factor was junior goals packages. This has now been overcome at Level 5B, so at Level 5C we are free to use the basic package as broadly or narrowly as we desire.

Trapping the Being

The being becomes trapped in junior universes as the result of games play. It's exactly the same mechanism that entraps him in the physical universe itself. When we examine the basic package regarding an effect we see it goes from the 'knowing creation of the effect' down to the 'enforced knowing of that effect'. Just how much can a being be 'forced to know' an effect? He can become the effect. This is not the being consciously deciding to be something, but being forced to be that thing against his choice. E.g. One can injudiciously play games with bodies until one is forced to be a body, and has totally lost ones freedom of choice to not be a body. This is also true of inanimate objects, and other life forms. Many a compulsive fisherman ends up with a remarkable physical resemblance to his quarry, and is found to be totally within the universe of a fish - complete with the open and closing mouth.

So the being, by reason of compulsive games play, ends up unknowingly trapped within the masses and spaces with which he plays. He is now totally within a junior universe which itself is totally within the physical universe. And, as entrapment proceeds, this process continues forever. The being, now trapped within a junior universe, plays games in that universe, and in turn eventually becomes trapped in junior universes within the junior universe. The fisherman first becomes a fish then becomes a dead fish. (Dead fish are within the universe of fish.)

Thus, individuation progresses, and the being becomes progressively more compartmentalised. Is there no limit? No. One either plays games in this universe while cognizant of ones basic spiritual nature and the basic law of the universe, or one becomes more and more trapped within the universe. The easiest way to become trapped in any game is to try and play it in ignorance of the rules, and of ones basic nature as a player of games. It is futile to blame the universe for trapping one, for that will only trap you within it further. One became trapped by ones own ignorance. Recognise that and you can get out of the trap.

Once trapped within a junior universe the being takes on the characteristics of that universe - its behaviour, and so on - and finds it next to impossible to recognise that he is in such a universe, or to reason outside the values and parameters of that universe. E.g. A being in the universe of a material object would find it next to impossible to conceive of life as being of a spiritual nature. He would only see it as being within the confines of the object in which he is trapped, while remaining ignorant (unaware) of the fact that he is trapped within the object. It would be futile to discuss spiritual matters with such a being, for he is no longer capable of grasping the subject under discussion. However, he would be able to converse intelligently on such subjects as impacts, having pieces chipped off one, etc., for these are all very real things in the junior universe of the object in which he resides.

We can see, then, that entrapment in a junior universe can very easily prevent the basic package from erasing. Indeed, once the subject of junior goals packages has been resolved, it is the only thing that can prevent the erasure of the general 'To Know' package, and the regaining of full freedom of choice regarding the physical universe and its parts. Thus, Level 5C is the last step, and

any future improvements can only be in the selection and mode of address to this subject of junior universes. However, we have an enormous latitude within which to act at level 5C, and any future improvements to the procedure can only be marginal.

Valences

The subject of valences, used in the earlier Practical Section, is totally within the subject of junior universes.

Addressing the Junior Universe

A junior universe is addressed by the addition of a noun representing that junior universe to each of the legs of the basic package. This limits the basic package to the junior universe in question. It changes the basic package from a general tool addressed to the whole of life and the physical universe, to a precision tool for the erasure of a junior universe. E.g. By the addition of the word cats to the basic package it permits the package to be limited to the universe of all cats.

This limited goals package is erased in the usual manner. In the case of cats it would be erased from the level of: 'Forced to Know Cats' up to the level of: 'Cats Forcing To Know'.

The basic package in its limited form is addressed exactly as it is in its general form. No changes in the mode of address are permitted. Junior universes do not erase if you change the mode of address to the package. This rule is the same as the rule about addressing junior goals packages.

In this universe the particular is always within the general. E.g. A particular cat named Snoozer is a junior universe within the junior universe of all cats. Within the junior universe of Snoozer the cat we find the junior universes of Snoozer's fur, Snoozer's paws etc. If a being is in a compulsive games condition with Snoozer's paws, then by an application of Level 5C he can free himself from this junior universe. However, such a being would find it extremely difficult to erase the whole junior universe of Snoozer from his mind. For such a being to attempt to erase from their mind the class of all cats would be clearly impossible at their current level of ability. They would just be walking themselves into a failure. The correct route for them would be to first erase the universe of Snoozer's paws, then to erase the whole universe of Snoozer, and only then to embark upon the erasure of the whole class of cats.

So the general rule governing the erasure of junior universes is:

If a junior universe is difficult to erase,
then select a junior universe within that universe to erase first

If you proceed in this manner you will get there. To attempt to grind away at junior universes that are not readily erasing is not only a waste of therapy time, but is to walk yourself into failure. If a junior universe is not erasing then it is too heavy for you right now. Get inside it and erase something you can handle easily. There is nothing else involved at the level of 5C. All other

possible facets have been resolved in the earlier steps. If the junior universe is not erasing readily then it's too heavy for you right now. So get off it, and work with something you can erase. Don't waste time hunting round for the reasons why of it. I've just given you the reason why - it's too heavy for you right now.

Junior universes, like junior goals packages, are selected on the basis of interest. No other assessment is required or indicated. If the junior universe interests you it is erasable - eventually. However, you may have to get inside it first. In other words, it's possible to be interested in a junior universe that turns out to be a fair bit tougher to erase than you currently believe. Of course, you won't find this out until you try. So the following procedure is recommended:

1. Select your junior universe.
2. Formulate your goals package.
3. Run the goals package.

If the junior universe erases, fine. Get off it at the point of erasure, return to the general basic package (5A) and re-null that once more. Then, if the general basic package once more goes null before running to erasure, select a new junior universe.

4. If the junior universe doesn't easily erase, then leave it. Never grind away on an unerasing package. Thoroughly run RI. Then return to the general basic package and re-null that.
5. Select a junior universe that is within the one you just failed with.
6. Do steps 2. and 3. on this universe.
7. If it doesn't erase readily, do step 4. on it.
8. If it erases readily complete step 3., then return to the one you failed with earlier.
9. Continue this procedure until you have succeeded in erasing the universe you set out to erase in the first instance. Once you select a junior universe you are going to erase it - eventually. Never leave a universe in failure. The moral is to pick easy ones at the outset!A quick and easy erasure is what you have your sights set on every time. That way you get there fastest. Nothing succeeds better than success. There are no medals being offered for bravery in the face of a tough junior universe.

At first on level 5C there is nearly always a tendency for the being to bite off more than he can chew, so to speak. However, after a few tears and self-recriminations, you rapidly come to grips with your true strength if you follow the above procedure. My best advice to anyone starting Level 5C is to err on the side of cautiousness in the selection of your first junior universe. If you reckon you can handle all of Snoozer the cat, then set out to erase his whiskers. It's quicker in the long run.

Overrun

There is only one other factor to mention. This is the subject of overrunning the point of erasure. Here the being misses the point of erasure and goes on trying to erase a junior universe that is already erased. Clearly, you can never erase a junior universe that has already erased. But you can go on trying forever! I mean it. Don't fall into this trap, for it's very dull. When a junior universe erases you always feel it go. Suddenly - flip! - it's gone. The whole universe has vanished from your mind. Once its happened to you you'll recognise it. It's a unique experience. (It gives away the lie to those who say that once an 'impression' is made in the mind it is there forever. They only say that because they haven't got the faintest idea how to go about erasing things.) The point of erasure is the precise moment to leave that junior universe. Don't waste time trying to find out where its gone to. It's gone. It's erased. It no longer exists in your mind. It's a good idea to run RI at the moment of erasure - to fill the vacuum created by the vanishment of the mass.

If you suspect that you've overrun, then do the following.

1. Ask yourself: Has this universe erased? Am I overrunning?
2. Run RI
3. Repeat 1 and 2 until you are certain one way or the other

You can never discover overrun by continuing to try and erase the package.

That is the wrong way to go about it. The correct way is steps 1, 2 and 3 above.

This data about overrun is general to all your therapy on these exercises, but it's mainly applicable to Level 5 where erasure commonly occurs. The above three steps will pick up overrun, if it occurs, at any level of your therapy.

The phenomena of overrun is always repaired by:

1. Discovering that overrun has occurred
2. Running RI

These two things are sufficient and necessary to do the job. All else is superfluous.

Is it possible to avoid overrun completely? Yes. There's no need for it to ever happen. The entire secret of avoiding overrun is to run sufficient RI at all times during your therapy. Then you won't miss the point of erasure, and you won't overrun. It's awfully simple. Overrun only occurs in a state of depleted RI. Only then is it possible to miss the point of erasure, and go sailing on trying to do the impossible - trying to erase that which is already erased.

Return to The Basic Package

Whatever the outcome of addressing a junior universe, the next step is always to return to the general basic package and re-null it. You may never have to leave it again and it will run straight on out to erasure.

As with Level 5B, the general basic package has the power to straighten out any difficulties you may get into while erasing junior universes. Learn to use it if and when you feel yourself being backed up into a corner while trying to erase junior universes. You can bail out at any time, and repair the ravages with the basic general package.

Anatomy of Junior Goals Packages

Junior goals packages, both life and non-life, are junior universes, and are therefore erasable at Level 5C. One merely converts the verb of the package into a noun, then formulates the limited basic package just like for any other junior universe. However, non-life goals are within life goal packages, so the fastest way to erase them is to address and erase the life goals. It's an error at Level 5C to spend a lot of time on non-life goals - simply because the time is better spent erasing the junior life goals. One junior life goal may contain a thousand non-life goals within its package. Erase that and you've erased all its non-life goals too. I trust you get the message. An example is the goal 'To Eat'. The noun form of the verb to eat is eating. Thus, eating becomes the subject matter of this junior universe. Erase this junior universe and you've erased all the non-life goals within the 'To Eat' package. These include such things as vomiting, poison, and a host of others. Work with the life goals at Level 5C and you get there fastest.

The junior universes of junior goals contain very little mass, or substance, in themselves (all the mass is in the junior goals package at Level 5B), and are entirely concepts. Therefore, you will find that you will need to run a lot of RI to erase them successfully. They should not be attempted early on. You do much better early on addressing junior universes that contain visible mass.

For example: Snoozer the cat is a thing of substance; he is not just an idea, or concept. Of course, before a junior goal can be addressed at Level 5C, its package must be collapsed or erased at Level 5B. To attempt to address it at Level 5C while the junior goals package is still alive in its own right is merely to court failure. The junior universe will just never erase. Level 5C is not a substitute for Level 5B. Nevertheless, the final erasure of any junior goals package or concept from the mind is achievable at Level 5C. Indeed, it's not until Level 5C is reached that such a total erasure can even be contemplated. When we address a goals package at Level 5B we are erasing or collapsing the goal as a method of achieving the legs of the basic package. At Level 5C we are erasing the subject matter of the goal as something that can be known etc. There is a difference. E.g. A person may have a compulsion to eat. Only after this compulsion has been resolved is it possible to erase the whole subject of eating from the mind, and to return to the being his full freedom of choice in the matter.

We only address junior universes in order to permit the general form of the basic package to be run gainfully. Indeed, the whole purpose of Levels 5B and 5C is to achieve this state of affairs. Levels 5B and 5C are only to permit Level 5A to run - to permit the general basic package to run to erasure, 5B and 5C are only means to this end. Neither of them are an end in themselves. You came into this universe on the general basic package, and you can only go out of this universe on that same package. All else are methods of getting the job done.

The Body and Junior Universes

Before going on to give you a list of junior universes, I'd like to mention a specific application of this technology at Level 5. Mankind has always been bothered by the subject of sex. It's essentially a bodily function for the purpose of reproducing the body which, as everyone knows, does not live forever. People also eat and breathe. Yet people are generally more bothered with this subject of sex than they are with the subjects of eating and breathing. Why? Whole libraries of books have been written on this subject. Freud based a whole psychotherapy upon it. Yet all have seemingly missed the obvious fact - a fact which only becomes clear when the subject of sex is addressed in the light of logic, and what we know about games.

The Barber of Seville

To illustrate this matter I'd like to tell you a story. Back in the middle ages there was once a very small and isolated town in Spain. The town was a complete kingdom, and had little contact with the outside world. One morning the King, who was always clean-shaven and immaculately dressed, got fed up with seeing the men of the town walking around wearing scruffy beards. So he promptly issued an edict, which was pinned up in the town square. The edict stated: 'Henceforth, all the men of this town, on pain of death, will be clean-shaven. All those, and only those who don't shave themselves will be shaved by the town barber.'

That afternoon the town barber read the edict - and promptly went insane. Why? Because he couldn't obey the edict. If he shaved himself he would be being shaved by the town barber, and the edict stated that only those who don't shave themselves will be shaved by the town barber. And if he didn't shave himself he would have to be shaved by the town barber - himself. So he went insane.

Fortunately, the story has a happy ending, for the King, upon hearing what had happened to the town barber, issued a special royal dispensation permitting him to both shave himself and be shaved by the town barber. The barber immediately regained his sanity, returned to his - by now - overflowing barbershop, and resumed his occupation.

Those of you who are familiar with the subject of logical paradoxes will recognise the famous paradox of The Barber of Seville in the above. But what has this got to do with why mankind is endlessly bothered by the subject of sex? Everything.

If the human body were hermaphrodite (bi-sexual), man would have no sexual problems. His body would merely reproduce itself from time to time, and that would be an end to it. But the human body is not hermaphrodite. It comes in two genders: male and female. Thus, there are two junior universes called masculinity and femininity. And that is where the fun and games - and the problems - start. The spiritual being, upon assuming a body, is placed in an either/or situation: he can either be male, or be female. He is like the unfortunate barber in the story. He cannot easily

be both male and female. The full freedom of choice between male and female is one or other of the following classes:

1. Both male and female
2. Male but not female
3. Female but not male
4. Neither male nor female

This exhausts all the possibilities. But the gender of his body tends to fix him in either class 2 or class 3. Classes 1 and 4 are not readily available to him. While as a male, he cannot easily understand a female; while as a female, she cannot easily understand a male. Logically speaking, the classes of male and female in humans are disjunctive: it's an either/or situation, and this is the root cause of mankind's sexual difficulties.

As a male, he soon starts to get opposed to females, and vice-versa. Very soon he is in a terrible state on the subject, for the two genders are not intrinsically in opposition to each other. You end up with a classic case of cross-packaging. We find the male desperately asserting his masculinity, while heavily suppressing any feminine characteristics in his personality, and vice-versa for the female. The whole subject soon takes on the quality of a nightmare, and becomes one big unsolvable problem. And it stays this way until the being regains his full freedom of choice to occupy, at will, any one of the four classes available to him on the subject. The barber in the story only became sane when he could both shave himself and be shaved by the barber. Spiritual beings running bodies with two genders only become sane on the subject when their full freedom of choice regarding the four possible classes are restored to them.

And that, in a nutshell, is the cause of mankind's sexual difficulties. His body gender restricts his freedom of choice in the matter, until even his very sanity can become lost. There's nothing else involved. You cannot only be a male and not a female, or a female and not a male, and be sane on the subject of sex. There is also the class of being both a male and a female, and the class of being neither a male nor a female. These classes, being resisted, must sooner or later catch up with you and overwhelm you. Sanity lies in the direction of being able to occupy any one of the four classes at will. Only in this way can the compulsive games condition that sex becomes be resolved.

The Resolution of Sexual Difficulties

The full resolution of sexual difficulties cannot be attained until Level 5 is reached. Levels 1 to 4 can bring relief, but never full erasure. The steps for a full resolution at Level 5 are:

1. The erasing or collapsing of the 'To Sex' goals package at Level 5B.
2. The erasure of the junior universes of 'masculinity' and 'femininity' at Level 5C. The achievement of this step may, or may not, involve the erasure of the junior universes of male bodies and female bodies, and of sex as a sensation.

Thousands of books have been written on the subject of sex. I thought it might be useful to fill a page telling you how the subject can be erased once and for all as a specific application of our Level 5 technology.

Sex

Sex is a classic example of a compulsive games condition. The compulsive games player is always trying to convince you that you must either be for him or against him. In sex, this becomes being either a male or a female, with one opposed to the other. Yet they are not opposed - as any person who has been in love with a member of the opposite sex can tell you.

There are many examples of this restricted freedom of choice that comes about by reason of games play to be found in life, but none of them match sex for the sheer hell that can result when that game really begins to charge up. Our insane asylums are full of its victims. And this is how you take it apart.

Once resolved, you are only left with the sexual desires of your body. These are quite placid, and satisfying them is no more onerous than satisfying its needs on the subject of food and drink. When you do so your body purrs like a great big pussy cat. The body, regardless of its gender, has desires on the subject of sexing and being sexed.

This may come as a surprise to those who have yet to erase the 'To Sex' package, but it's well known in Freudian psycho-analytic theory. They just never had an effective means of resolving the compulsive games condition. That is all.

While the subject of sex is highly charged the being enforces his own peculiar games compulsions upon his body. This, in extreme cases, can lead to its demise. The body is always much healthier when its lord and master is no longer in a compulsive games condition on the subject of sex.

Junior Universe Lists

Any list of junior universes is, of course, a list of every class of things and ideas to be found in the universe. Such a list is only useful if compiled in a rough sequence of increasing difficulty of erasure. Even allowing for the differences between beings on this planet at this time, the following list will be found useful:

- Mothers, Fathers, Relations, Friends, Associates,
- Clothes, Food, Excreta,
- Body parts, Male bodies, Female bodies, Baby bodies,
- Pets, Animals, Birds, Fishes, Insects, Bacteria, Plants,
- Robot bodies, Machines,
- Valuable masses, Important masses, Large masses,
- Energy sources, Energy, Gases,
- Emotions, Sensations,
- Time, Space,
- Games,
- Death, Spirits, Gods, Life

The junior universes of the main life goals are:

- Knowing
- Creating
- Loving
- Admiring
- Enhancing
- Helping
- Feeling
- Controlling
- Owning
- Having
- Eating
- Sexing (plus Masculinity and Femininity)
- Reasoning

Some common non-life goal junior universes that may need address are:

- Degradation
- Blame
- Destruction
- Drugging

There are a number of general life concepts that also may need address. They include:

- Freedom

- Honour
- Courage
- Beauty
- Truth
- etc.

Again I would remind you that junior universes are only selected on the basis of interest. Interest takes precedence over all other methods of selection. If a junior universe interests you at Level 5C then it is erasable by you - eventually. However, you may first have to erase junior universes within that universe.

Take things steadily on Level 5C. Far better a series of easy erasures than to grind away at a junior universe that is too heavy for you right now. Always return to the general basic package after addressing a junior universe, regardless of the outcome. One day you will return to the general basic package and it will run out to erasure. The job is then done.

Those who read this work and, resisting the temptation to sit around and talk about it forever, actually do the exercises and discover that they work just as described, may care to mention the fact to others including their children. Then if we so desire, and if we work at it, we will be able to create a civilization on this planet of which we can be truly proud. The choice is ours.

Dennis H. Stephens
Mosman. NSW.
Australia
September 1979

Addendum #4 – Sept' 1992

Theory and Practical Sections

by Dennis H. Stephens

September, 1992

Final Addendum to Theory and Practical Sections

This universe only consists of life and purposes. Some of the purposes are perceived as more solid than others. The basic purposes from which all others stem are the four legs of the 'To Know' goals package. All other (junior) purposes are methods of achieving one or other of the basic purposes, and are therefore within the basic 'To Know' goals package. If you can clearly see how a junior purpose is within one or other of the basic purposes, then it will erase at Level 5A and need no further address in therapy. However, due to the vicissitudes of games play, some junior purposes come to be regarded as independent of the basic purposes, and they will have to be addressed at Level 5B.

The purpose can either be formulated directly into a junior goals package and erased or collapsed in therapy, or, if un-erasable, will be found to reside in the negative leg of some other erasable junior goals package.

For instance the goal 'To Display' can be formulated into an erasable goals package. However the goal 'to hide' cannot be formulated into an erasable goals package, but it resides within the goal 'To Not Display', so can be erased by erasing or collapsing the 'To Display' goals package at Level 5B. An object only consists of one or more purposes (functions), and can be erased from the mind by erasing these purposes. If the purpose or purposes of an object are clearly seen as within one or other purposes of the basic 'To Know' goals package, then this object will erase from the mind at Level 5A without any need for further address in therapy. However, if the object is believed to consist of purposes independent of the basic purposes, these purposes will have to be addressed at Level 5B as indicated above. Finally, the object - if still not erased - can be erased by making it the subject matter of the 'To Know' goals package at Level 5C.

Practical Example

A girl has completed Levels 1, 2, 3 and 4 of therapy, and has nulled the basic package as far as possible at Level 5A. She obviously has purposes which she considers to be independent of the basic purposes (otherwise her whole mind would have erased at Level 5A) and she recalls that she's always felt uneasy about wearing a dress, and decides to erase the class of 'Dresses' from her mind. (N.B. The choice of material to be run at Level 5B and 5C is always made on the basis of interest.) She decides that a dress has two purposes:

1. To display her femininity, and
2. A modesty function of hiding her body.

Addressing each of these in turn she first formulates the 'To Display' goals package which she discovers to be erasable. The concealing function of the dress is 'to hide' which she discovers cannot be formulated into an erasable goals package, but spots that it's within the 'To not Display' leg of the 'To Display' goals package. She addresses the 'To Display' package at Level 5B, and it

collapses after a few minutes when she realises that 'To Display' is a method of being known, and is therefore within the 'To be Known' leg of the basic package. She now re-nulls the basic 'To Know' package at Level 5A according to the rule.

The position now, she realises, is that the class of Dresses, although reduced, has not yet erased from her mind, so she hunts around for some other function of a dress. She soon spots that a dress has a sexual function when displaying her femininity, so she addresses the 'To Sex' goals package at Level 5B. During the erasure of this package a childhood sexual incident involving her dress pops into view and explains her lifelong unease with wearing a dress. When the 'To Sex' package erases she returns to and re-nulls the 'To Know' package at Level 5A.

She then makes 'a Dress' the subject matter of the 'To Know' goals package at Level 5C, only to discover that it's already erased during the re-nulling of Level 5A. She has now erased the class of 'Dresses' from her mind, and is ready to find another object or junior goals package for erasure.

One day, when routinely re-nulling Level 5A after erasing an object or junior goals package from her mind, to her great joy the basic 'To Know' goals package will itself go on through to erasure. She will then have achieved a full resolution of mind - and know it.

Dennis H. Stephens
Redland Bay,
September 1992

Level 5 : Tape 1 – The Unstacking Procedure

3rd November, 1992

[Note: The Unstacking Procedure was developed by Bill Nichols, who did a simple application of GPM and R6EW (Scientology) tech to form a new process called, "Unstacking," which is also still used in meta-psychology. The basic process of R6EW consists of these two commands: "What am I dramatizing?" "What would oppose that?"]

Hello, Greg, this is Dennis Stephens here and the date is the third of November 1992. I hope this tape finds you well. Although I will have acknowledged the receipt of your data by phoning you I'd like to formally acknowledge the receipt of the letter from you. It arrived yesterday as a matter of fact. And I'm glad that you were able to decipher my typing. I'm sorry I typed that material on both sides of the sheet of paper; it no doubt didn't help you. I was... [chuckle] I was going through a period in late 1978 where my havingness was rather bad and that's why I was typing on both sides of sheets of paper. I repaired my havingness sometime after that, I don't do that these days; I write on one side of sheets of paper, but anyway you managed to get it duplicated and no doubt you'll soon get the material onto your floppy disk. So good of you to put this material on the disk for me.

Now the main purpose of this tape Greg is to evaluate the "Unstacking Procedure" which I promised I would do for you. And in order to do that I've got to give you a fair bit of background data. So we shall press on with the background data then we'll go into the evaluation of the "Unstacking Procedure."

Some Scientology History

Thank you very much for sending it, by the way. As soon as I read the Unstacking Procedure, of course, I recognised the leopard by his spots. In other words I recognised the Hubbard technique. It's a direct offshoot of the Hubbard goals procedures of circa 1961 to 1964. I'd say around the vintage of 1963, I would put that material, although he has modified it because there are things in there which I'm not familiar with. So there are modifications to the procedure but never the less, essentially it's the material that Ron was working on in 1963. Now I was very fortunate that I happened to be at Saint Hill in 1962 right in the middle of the material that Ron was working on the subject of goals.

I'll give you a little bit of background material here. He started work, as far as I know, Oh, I'm pretty certain about this because I heard the history of the material, history of his research in 1962. We had to hear it as part of the Briefing Course. He started his research into goals in 1961

and by 1962 he was well into it and I won't go into the various techniques that Ron produced but, just to say that his original approach was to find a main goal in the preclear and then try and find out what was opposing this goal, and then somehow get the goal erased. That was his general idea.

His researches in Scientology up to this point had inevitably led him to the fact that the final top level material in Scientology the highest possible level of Scientology material would be on the subject of purposes and postulates and goals.

Anyone who researches in the field of the mind eventually ends up with this one way or the other, they might get there by different routes but they always end up there at that point.

Ron ended up there in 1961. He'd started out in 1950 with engrams and incidents and charge and secondaries and then he'd gone through various other procedures and so forth and finally in 1961 he got to the end of the road and he was facing the wall there, he had to get through this barrier of the postulates.

Postulates, Goals, Purposes and Intentions

By the way, I'm going to use the word postulate interchangeably with the word goal and interchangeably with the word purpose and interchangeably with the word intention. So postulate, goal, purpose, intention are synonyms, and I'll explain this later in the tape but just bear with me for the moment. I mention it because Mr. Nichols in his Unstacking Procedure differentiates between these factors, but we'll talk about that later.

Back to Saint Hill History

When I got to Saint Hill and started to get into the auditing material on goals one thing that struck me was the terrible state of their E-Meter needle response. I mean I was in the presence of a number of the old timers of Dianetics and Scientology. Some of them had been on the course a longer time than me. They'd been on the course for some months and they'd been fiddling around with these goals procedures. I happened to audit some of them and some of them had to audit me and quickly I knew that these people were basically in pretty good case shape cause some of them I knew as people in the outside world not just as fellow students on the course but I was struck by the terrible state of their needles, the terrible state of their needle responses. Almost invariably they had, with very few exceptions, a high tone arm and stuck needles. I was one of the few exceptions. Maybe 10% of the course were exceptions and it wasn't until much later that I realised why I was an exception and probably the reasons why some of the others were exceptions. But anyway that was one of the first things that struck me about this research was what it was doing to these peoples tone arms.

In fact the insensitivity of the old Mark IV meter was one of the reasons why Ron developed the Mark V meter during this period. That the sensitivity of the Mark IV was insufficient to read

through these high tone arms and stuck needles. He needed a more sensitive instrument so he developed the Mark V. It was also quite apparent that the people on the goals procedures were not getting anywhere case-wise. Although they were all hopeful, everyone was hopeful that we would actually get something out of it the general tendency was that the people were worse off case-wise than they had been when they started the course. Although that wasn't mentioned, that was the general sort of impression that there was.

As I say I knew many of these people before they'd come on the course and they were in far better case shape prior to going on the course than they were while on the course. So obviously it was hitting them hard, and these people had a wack of auditing, you know. And the vast majority of them were Clears and lower level OT's and had been for many years, me included.

So that's a little subjective look at what was going on at Saint Hill. Ron started off, as I say, finding goals and then he got into this subject of End Words, that came later, about 1963. Then he got into the subject of the implant GPM's which eventually became parts of the Clearing Procedure. He abandoned the idea of finding goals on the preclear. He simply wrote them down, whole lists of them and swore that they were all parts of implants and swore that this is what you had to do, and left it at that. In fact he sort of despaired.

I think that he secretly knew that he'd failed in that area of research. He patched it up as best he could, but I know I left Saint Hill in not very good case shape and over the years afterwards I met many of the casualties of that period of auditing at Saint Hill. Every so often in Sydney some ex Saint Hill'er who'd been there doing goals in 1962 to 1964 would sort of wander into Sydney and look me up and, you know, we'd have a little session and I'd have him on the meter and see, "Oh my god, that this whole area was a major engram on his case."

Some people did really suffer. One girl in Sydney I know, I don't think she's recovered yet. Unfortunately we hadn't gotten the procedures to repair the situation and I had no real repair for it. And nobody had a real repair for it; we didn't even know what was going on. All we knew was that if you weren't careful when you mucked around with goals that you ended up with a high tone arm, a stuck needle and the preclear was getting a lot of sensations and he usually had a black field.

He'd lose his pictures, his field would go black and he'd feel as if he was getting a lot of breeze blowing.

What they used to call "winds of space", used to feel as if there was a light breeze blowing on his face all the time. This, of course, was just energy impacting around his face. Energy deposits, because it was affecting the skin. They were in pretty bad shape. The people that went on the course in good case shape survived it but there was a minority that went on that briefing course in 1961 and '62 who were in rather bad case shape when they went on course and it really hit them hard. This material did. Many of them, case-wise have been in a mess ever since. I don't know

whether they've got out of it to this day because there's no repair in Scientology, there's no repair to what happened to these people in Scientology.

Don't ask the PC to Oppose His Goals

There's only my own research. Many years later I discovered what had happened to these people and got the repair out for it. I know the repair; I don't think it's generally known outside my research exactly how to take this situation apart. What I'm leading up to is this datum that when you muck around with goals and purposes, you're ok. You can ask the preclear for goals and purposes and postulates as long as you don't ask him to oppose them.

Get that very clearly, you're quite safe, any auditor in the world can work with goals and purposes and intentions as long as he doesn't ask, "What would be the opposition goal for that goal?" Now once you ask that question you walk where angels fear to tread. There is the danger point. There is the line that Ron crossed and it all went wrong from that point onwards.

And I didn't know why it went wrong, none of us knew why it went wrong, and none of us had the repair to put it back right. It was just endless repairs. Even the repairs were being repaired and the repairs that were repairing the repairs were being repaired. It just all fell apart at that point. In fact I would go so far as to say that this was one of the main causes of the decline of Scientology.

Ron Hubbard, case-wise, took an enormous pounding on this. It hit Ron very hard indeed, case-wise. He looked absolutely terrible in 1962 when I was over there.

I knew he was under enormous restimulation, you could see it. He was bravely struggling on with his research. The research was killing him. And he was trying everything he knew to get this subject of goals out right.

He never did get it right and case-wise he never did recover. He went downhill case-wise. It hit Ron as hard as it hit anyone. Case wise he went downhill badly from 1964 onwards, even though he abandoned work on goals, went on to other things, still he couldn't lift that material. He couldn't lift that restimulation.

And the datum here is that you can work with goals and purposes, it's quite safe as long as you don't ask that key question, "What would oppose it?"

You can do anything else with a goal or a purpose. You can mock them up, you can have other people mock them up, you can ask what purpose would a thing have. What's the purpose of a cat? What's the purpose of a dog? What's the purpose of a brick? What's the purpose of a house? You know? What purposes have you had?

You can do this with goals, you can get him to write up long lists of goals, I mean the auditors got enormous freedom on this subject but he must not, having got a purpose or a goal he must not ask, "What is the opposition goal?" unless he knows exactly what he is doing. If he doesn't know

exactly what he's doing, doesn't know the complete anatomy of the subject of goals and purposes in the mind he'll rapidly worsen his preclear and he won't know what's going on. And he won't be able to repair it. The effect is that, if you muck around with goals and the opposition to goals and ask that question, "Who or what would oppose a goal?" and you don't know the complete anatomy of what's going on, your attempt to use this technology, the attempt to run these processes and so forth will act as a major engram on the preclears case, as a major engram.

And this is what happened to the Scientologists on the Briefing Course, the auditing was an engram. If you ever get one of these people that were at the Saint Hill Briefing Course between 1961 and 1964, the whole of that period when they worked on goals, you will find, the whole of that area will sit on their case like an engram. It will respond exactly like an engram. As you come up to it the needle will start to jiggle as you get closer to it the needle will go into rises, then as you start to talk about the Briefing Course you'll see the needle rise and you'll see the tone arm rise. It's just as if the preclear was approaching a major engram, a major engrammic experience which he cannot confront.

One of the things that I spotted myself after I left the Briefing Course. I got to work with some of these people, trying to repair, and every one of them without exception who'd been at the Briefing Course, soon as you tried to talk to them about it or any of them wanted to talk to you about it, because they were so upset about it, soon as they started to talk about the Briefing Course 1961 to 1964 and the auditing that they had, up would go their tone arm and the needle would stick and it was just as if you were talking about a major engram on their case.

So that's the first moral of the story there, it's a rather grim message, it's rather grim, Greg, that there is a limitation on the subject of working with goals and purposes. Don't ask that question, "Who or what would oppose a goal or a purpose?" unless you know exactly what you are doing and that unfortunately does mean a familiarity with my research.

As far as I know, I don't know as anyone's got a complete repair for this except myself. I have the complete repair for it. Ok so far so good.

The Universe in which we Live only Consists of Life and Postulates

Now let's press on with our background material. The real reason why the upper level tech of Scientology or the upper level tech in the mind devolved around this subject of postulates is that the universe in which we live only consists of life and postulates. The universe in which we live only consists of life and postulates. By postulates we mean purposes, intentions, goals they are synonyms as far as I am concerned.

So the universe in which we live only consists of life and postulates. Well once you understand that you can see how fundamental this subject of postulates is, and why one has to get it right before one gets involved with it. You don't get any second chances on it. Once you start to oppose postulates you don't get any second chances. What I'm trying to say here is that you have a fair amount of latitude when you're working with objective processes like getting the preclear to go around and touch objects. You can do a pretty botched up job of auditing and still the preclear will get a bit of case gain.

When you're dealing with masses in the mind, pictures and so forth, you can do a pretty botched up sort of auditing job and the preclear will still get some gain out of it, unless he's in rather bad case shape, but you'll get some gain out of just the fact that he's moving up and down the time track and looking at a few pictures he'll get a bit of case gain. This is the old 10% that Ron used to talk about, you know, 10% of cases will get better no matter what you do, and this was the 10%.

But when you get onto postulates, uh uh, you lose that. You're ok as I say as long as you don't ask that question, "Who or what will oppose?" You can do what you like with postulates as long as you don't ask that question. They'll still make good case gain on a preclear. But if you ask that question you've got no latitude. You do it right or you kill the preclear, eventually you'll kill him. You have got to do it right. It's too close to the top of what life consists of, what this universe consists of. Postulates are the very building blocks upon which the universe is composed. So you better get it right, otherwise it all falls apart.

Now my entry into the subject of goals came in 1978 when I started to do my own research. First of all I researched and got out my lower levels of 1, 2, 3 and 4. Then I had nowhere else to go in my research except into postulates and I sweated blood over postulates, just like Ron Hubbard did, in my own research. But fortunately I had the benefit of hindsight. I knew what had happened in 1962, in this Briefing Course. I was there, I knew what had happened, had seen what had happened to the preclears so I knew something was odd about this, so I avoided the pitfalls.

In other words I started afresh; I didn't take Ron's research as gospel. You see Ron went into his research in 1961 on the subject of goals and the subject of oppositions on goals, he made an assumption, and the assumption was an incorrect assumption and it was because this assumption was incorrect that all his later troubles on the subject of goals and postulates and so forth fell

around his ears. It's an assumption that almost any Scientologist would make and would get wrong, and the assumption was wrong, Ron got it wrong.

He assumed that if a preclear has got a goal or a purpose there and he expresses it to the auditor, if the auditor asked him, "Who or what would oppose that goal or purpose?" that a preclear is in a position to give him the correct opposition as far as the preclear is concerned. You see, it's a natural thing to do.

Say, "Well it's the preclears goal so he would know what would oppose it." You see? Quite naturally, it's the preclears business, it's his mind, he knows what opposes what is in his mind. Yes, but they're wrong opposers. This is the joker in the pack, if the preclear knew what truly opposed the purposes in his mind he wouldn't have the mind. What he believes is the opposition goal is wrong opposed, that's why it's in his mind. It's a lie. It's an incorrect opposition. That's why it's stuck there, it's a lie.

If it was the correct opposition it would vanish by inspection. There would be nothing engrammic about it. It wouldn't be sitting there as a mass in his mind. You see the engram bank consists essentially of lies. You see that? So if it's sitting there, there must be a lie in it. Ron said this many times, "There's got to be a lie in it," he'd say, "or else it wouldn't be there" if it was the truth it would unmock. Ron Hubbard knew that. We've known that in Scientology for many years. If it was the truth it would unmock.

In fact there's an axiom which says so. So when the auditor says to the preclear, "Who or what would oppose this goal?" and the preclear says, "Oh, so and so, and so and so." Now it doesn't matter how this preclear tells you this. He might give a flash answer, the preclear might give a flash answer, or the auditor might give him a sheet of paper and say, "Write down all the oppositions and we'll meter check them." Doesn't matter how he does it, you'll end up with the wrong opposers. You can't get the right one, because the right one isn't in there, hmm... see it? You can't win. It was a "no win" situation from the word "go" on Ron's research.

Soon as he asked that question, "Who or what would oppose?" he was doomed to failure because the right answer was not in the preclears engram bank. The only thing that was in the engram bank was the lies and that's why they're in the engram bank. The little bit of logic there you have to get past and it wasn't till 1978 that I spotted the flaw, I said to myself in 1978, "Well if everything the preclear offers up on the subject of oppositions is a wrong oppose how the hell do you find the right oppose? What is the correct opposition?" Well it's a logical construct. You have to construct the correct opposition logically by what is reason in the universe.

In other words, the correct opposition is not a matter of opinion it's fixed by the nature of this universe and everything else is false. It's either the correct opposition or it's a wrong oppose. It can't be partially correct. It's either exactly right or it's a wrong oppose and if it's a wrong oppose it will kill the preclear. It will just add to his bank, because it's another lie.

There's Only Two Types of Lies in this Universe

You see, Greg there's only two types of lies in this universe. You can say that a thing exists when it doesn't exist. Or you can say that a thing doesn't exist when it does exist. Or another way to put it, you can say that a thing is true when it's false or you can say a thing is false when it's true. Now when he gives you the wrong oppose, he's saying he thinks it's true but it's false. See that? He's giving you the best one in the world. He says, "Yes, I believe this opposes. This is the correct opposition." But it's the false opposition. It's false because he got it out of his bank, you see? So it's a lie.

He's saying something is true which happens to be false, even though he believes it, he believes the lie, but it's still false, because he got it out of his bank.

Constructing the Goals Packages

Goal	Opposition Goal
Negative Goal	Negative Opposition Goal

So I had to sit down and logically say to myself, "Ok, well what would oppose a goal?" and started to construct the goals packages and I found that, every goals package has four goals; there's the goal, there's the goals negative, its opposition goal, and the negative opposition goal. And these are the four goals in the package. There are only four in the package and there are only four in every package, never less than four, never more than four. There can't be, the universe say so.

Goals Package

Let's take the goal 'To Know'. Now you can try this test on almost anyone. Say you come up to a person, particularly someone in good case shape, don't try it on people in rather bad case shape because you wouldn't expect them to give you the right answer. I remember one guy came through Sydney, he just came back from the Briefing Course or somewhere from the Sea Org and he was so Clear you could almost see the harbour bridge through him, and I got to speaking to him, and I asked him.

I thought I will just check it out, see how he is on the subject of goals. I'd already started my research and I asked him, I said "What would be the opposition goal to the goal 'To Know'? What would oppose the goal 'To Know'?" And he looked at me, he said "Why the goal ‘To Not Know’?" and I immediately knew that he knew nothing about goals. You know, he just hadn't got it.

The goal 'To Not Know' does not oppose the goal 'To Know'. The goal 'To Not Know' is the negative of the goal 'To Know'. It's not the opposition.

Intensity Scale of Goals

You see, this is the way it works. You start with a scale on the subject of the goal. Now right on the top of the scale you have a very intense goal 'To Know' and the goal gets less intense, less intense, less intense until you reach a zero point where there is no intensity of the goal 'To Know' so there's no goal there at all, as it loses its intensity the goal itself vanishes so you get a zero point where there's no goal then you go over the zero point and now you're into the negative goal 'To Not Know'. You get a very tiny goal 'To Not Know' and as you intensify that goal you get more and more intensity of the goal 'To Not Know' until you reach maximum intensity 'Not Know'. So there's the scale that goes from plus maximum intensity goal 'To Know' which is 'Must Know', big 'MUST KNOW', goes down to zero point where there's no goal at all then it goes minus maximum on the other side as 'Mustn't Know', maximum 'Mustn't Know'. See that?

MUST KNOW

MUST KNOW

Must know

Must know

Zero

Mustn't know

Mustn't know

MUSTN'T KNOW

MUSTN'T KNOW

But 'Must Know' doesn't oppose 'Mustn't Know'. One is simply the negative of the other. They're not in opposition. This is the logical construct, you see?

So I say to myself, "What is, the goal 'To Know' actually in opposition to?" Well the goal 'To Know' is opposed to the goal 'To Not be Known'.

I mean, if you're trying 'To Know' something the purpose that frustrates you most and exactly frustrates you is the purpose 'To Not be Known'. You see that? Once you think about it, it's obvious that is the exact opposite goal.

You're trying 'To Know' and somebody over there is trying 'To Not be Known'. You're saying 'Must Know' and he's saying 'Mustn't be Known'. That is the exact opposition. So on one side of the fence we have 'Must Know' on the other side of the fence we have 'Mustn't be Known' and the negative of 'Mustn't be Known' of course is 'Must be Known' and low and behold what do we find. We find that 'Must Know' and 'Mustn't be Known' are exact opposite goals but because of that scale I mentioned where they go from plus to minus the goal 'Mustn't Know' is the exact opposite of the goal 'Must be Known', get it?

Must Know	Mustn't Be Know
must know	mustn't be known
Zero	No goal
mustn't know	must be known
Mustn't Know	Must Be Known

Scale of Opposition Goals

There are the four postulates. There's positive 'To Know', negative 'To Not Know', positive 'To be Known', negative 'To Not be Known' and 'To be Known' is opposed by 'To Not Know', and 'To Know' is opposed by 'To Not be Known'. There are four postulates in the package and there's nothing else in the package. When you think about it that's the complete package. There's only those four. That is the whole subject of knowing, in that package. There is the whole subject there.

Anything else is a wrong oppose. Any other opposition to the goal 'To Know' except the goal 'To Not be Known' is a wrong oppose. It has to be.

Listing

Now the strange thing is that you could use a listing technique on a preclear. You could sit any preclear down and say, alright let's take the goal 'To Know'. You say, "Alright now who or what would oppose the goal 'To Know'?" I want some opposition goals here, what would oppose, not who or what, say, "What would oppose the goal 'To Know'?" "What would be the opposition to the goal 'To Know'?"

Write them down. Give him the paper and he writes them down and he writes you a list 20,000 long. He's got everything on his list. You go over the list and ask him what he thinks about the list. He gives you some ideas and whether you null the list or whatever you do with the list, he finally ends up with one and he says, "That is the one." And it's the wrong one. And worse still you go over the whole list and nowhere on the list do you find 'To Not be Known'. It isn't even on the bloody list.

Why isn't it on the list? Because it's not in his bank and he's ransacking his bank looking for the answer and the answer isn't in there so he can't put the correct answer in his list, cause it's not in there, you see?

The correct answer is a logical construct. To give you the correct answer he'd have to think about it analytically. He would have to say, "Well what would be the exact opposition to the goal 'To Know'?" He'd have to figure it out, work it out logically in terms of pure reason. Then he could give it to you but he'd never list it out. You see that?

Ok, so you formulate the goals package on a logical construct. You take these goals 'To Know' with its opposition 'To Not be Known' and the goal 'To Not Know' with its opposition 'To be Known' and you work with those .... Magic.... Then the magic occurs.

All the wrong opposers blow. You work with those four postulates and all the wrong oppositions on the subject of knowing that he's got in his whole mind will eventually blow, because you're working to the truth, you see? Those four are the truth.

'To Know' Complements 'To be Known'

The truth of the matter is 'To Know' exactly complements 'To be Known'. They are exactly complementary. There's absolutely no opposition between those two goals. They exactly complement each other.

Left to themselves they would close the distance and collapse in on each other unless you held them apart. They're complementary postulates, 'To Know' and 'To be Known'. Similarly 'To Not Know' and 'To Not be Known' are complementary postulates. Again left to themselves they would collapse in on each other, and they cancel each other out.

Literally they cancel each other out. If you have somebody walk in with a great desire 'To be Known', you know the sort of person he's all the time going around wanting people to look at him and once they have he gets in their faces.

Well if you sit around and look at him and know him and watch him and so forth. Everyone sits around and admires him and looks at him and watches him, you'll eventually wear out his postulate 'To be Known', because you're complementing it exactly and eventually it will fade out. He simply would not be able to hold the postulate against that complementary postulate. You see that?

So the two complementary postulates vanish each other. The opposition postulates stay there forever. So there's the pure magic.

If you want to address the subject of knowingness and get all the wrong opposers and all the wrong mishmash of upsets in his bank. If you want to clear the whole lot out on the subject of knowingness. You would address in therapy the four postulates 'To Know', 'To Not Know', 'To be Known', and 'To Not be Known'.

They are the whole subject anyway, you see? You will address those and while you work those all the rest will start to come apart the whole tangled web of wrong opposers will unravel and you will be left with nothing. You have simply erased them.

You simply erase the bank. That's the magic that occurs there when you work with the exact goals package. All the wrong opposers come apart. You're left with nothing, just the four postulates and because the two complementaries vanish each other you end up with a handful of nothing, see. And you've got the perfect erasure of the bank.

Saint Hill Special Briefing Course Repair

Now this was the repair I didn't have for the victims of the Saint Hill Briefing Course experience of 1961 to 1964. I didn't have this repair until 1978. Till '78, '79 before I had the full repair there, and it's the only repair I know of.

If you want to take this whole subject of the miserable life upsets they have had, the fact that these upsets are still going down the track and the whole of their Briefing Course experience is sitting there like a major engram, the correct thing to do will be Level 5A of my procedure. That would take it apart cleanly... it did it for me.

I can look over my Briefing Course experience now and the E-Meter yawns at me. There's absolutely nothing there. It's absolutely clean. There's nothing there at all. There's no charge on that at all. It's gone.

I've meter checked it, so forth. Gone! Been gone for years. But it wasn't in 1975. Like all the rest of the people who've been on that course I had a hell of a lot of charge on that material. It was sitting on my case like a major engram, too. And I was in pretty darn good case shape. God knows what it was doing to people who were in worse case shape than I was in.

Where Does all the Mass Come From?

Ok, so much for that Greg, we now press on.

I said earlier on that we live in a universe that only consists of life and postulates. Well where does all the mass come from? I mean, it's obviously not mocked up mass in the universe. How come there's so much mass in the universe? It's not been created mass. It's not directly created mass. It just doesn't work out that way. It's not created mass. If it was created mass it would come apart rather easily, but no, it's not created mass, the mass of this universe.

If you've ever tried to erase a sideboard in a room in present time you know what I'm getting at. This stuff does not come apart very easily and it's not mocked up mass.

If it was simply mocked up mass you'd only have to get the idea it was somebody else's mock-up, it would start to thin down and a gang of you could sit around and start to erase sideboards very easily using the upper level tech of Scientology. Any good low level OT's in Scientology, a gang of them could sit together and could spend their Sunday afternoon un-mocking sideboards, un-mocking bits of walls and floors, you know, if they wanted to. They could do it. But it doesn't work out that way. You can't take this stuff apart. Now why doesn't it come apart easily?

Well it isn't mocked up mass that's why it doesn't come apart. If it's not mocked up mass then what the hell does it consist of? Well I'll tell you what it consists of: postulates. But how the hell could a postulate look like a mass? Well it's the way you look at it.

Is there any other way that the mass could come apart? We've got a universe that consists of life and postulates and that's all it consists of fundamentally.

Well is there any other way that mass could get into this universe except by mocking it up? That's really the problem you're faced with. You've got a universe that consists of life and postulates and mass starts to turn up in the universe. Well it either gets there because it's directly created by life or it comes through some other method.

Well, there is another method by which it gets into the universe. This is the unknown method. This is the secret method and this is where 999.99 parts out of a thousand of the mass in the universe comes from. The rest of it is somebody else's mock-up, or peoples mock-ups.

Sensations

But let me briefly talk a little about the subject of the sensations. Now we've known in Scientology for a long while, sensations are a sort of mass, they're a sort of a mass. A sensation is not an emotion. Sensations are not emotions, they're different from emotions. Emotions are little masses too, but sensations are somewhat different. And it wasn't understood where these sensations came from in Scientology. We sure as hell knew that they existed because everyone's got them but nobody seemed to quite understand just how they came about and what they were.

Well one of the things that I discovered when working on the subject of postulates in opposition was that sensation occurs at the boundary between opposing postulates. Sensation is generated, to be more precise. Sensation is generated at the boundary of opposing postulates.

We have this datum that sensation is generated at the boundary between opposing postulates. Now this is an important datum because this is the essence of where the vast majority of mass in this universe comes from.

You see, there's a scale of sensations which goes from very, very light down through very, very heavy sensations. As the space closes and the intensity of the postulates increases the quality of the sensation changes and is more perceived as mass rather than as a sensation.

I don't want to get too involved in this Greg because it gets into material where I'm still researching, but I can say at this point with absolute certainty that the vast majority of the mass in this universe comes about at the boundary between opposing postulates and is essentially sensation mass. It's mass that's brought about in games play where the conflict between opposing postulates generates fused postulates and the mass tends to condense out.

[Note: See Insanity Point Lecture 1 for a detailed description of how mass and sensation are generated by postulates in opposition.]

There's various mechanisms of condensation but essentially if you were to examine the mass you would see it's scrunched up postulates where they are jammed in, pushed in hard together where you get a postulate scrunched up hard against its opposition postulate.

Supposing you had two goals, you had a goals package and you had the two opposing postulates of the goals package there in opposition. Well at the boundary between the opposing postulates you would find both postulates there scrunched up and that would be the sensation, that scrunched up postulate.

Where the two are jammed together that would be the sensation. Because the mind can't easily, or the person, or life cannot easily duplicate or perceive that scrunched up postulate, it sees it as mass. That's why you see the sensation as mass rather than perceiving it as a sensation.

That is the essence of it. But as I say my own research isn't complete on that. But I'm absolutely certain that that is the mechanism. That's how the mass in the universe comes about. It comes about through conflict and games play. It's a generated mass. It's not a created mass, it's a generated mass and it consists of postulates scrunched up.

In actual fact you would find the mass is generated in any goals packages. There's four postulates in the goals package, the mass is generated between any two opposing postulates in the goals package. The mass would actually consist of scrunched up mass of all four postulates in the package. You always find all four postulates present in the mass. I know the postulate configuration there but there are certain aspects of it that I'm not completely satisfied with, so I won't go into it because I don't like to go off half cocked in these letters.

But what I've given you so far you can take it as the way it is. Seems a bit peculiar at first glance to see sensation as mass but I can assure you it's a postulate configuration.

When you look at it you don't see it as a postulate configuration you simply see it as a mass. It's a confusion, if you like. You say, "Well there's a postulate so scrunched up and it's so confused that I can't see it as a series of postulates. The postulates are all scrunched up in there, tangled up in a mass, so I see it as a mass rather than as a series of postulates," and that's the essence of it.

But the important datum here is that the mass only consists of postulates.

Erase the Dog Process

Now you can prove this, that a mass only consists of postulates, you can actually prove it in auditing. It's a technique I developed a couple of years or so ago, long after I needed the technique.

You could take any creature but it works well on a dog or it will work on an inanimate object. Suppose the preclear's upset with a dog.

You could erase the dog from his mind by asking him, "What is the purpose, or function of a dog?" Usually if it's a living creature you say purpose, if it's an inanimate object you'll say function.

You can put him on the meter and you say, "What is the purpose of a dog? and the preclear tells you, and you take up each one of the purposes of the dog.

Preclear says, "Oh dogs bark." And you say "Well how do you feel about that?" "Oh," he says, "I have this terrible thing, we used to live next door to a dog that barked all the time. It drove me mad." You take this up and you run this material, you see, till he was all right about that purpose. His needle floats.

And you say, "Is there any other purpose that a dog has?" and he says, "Well they bite people." "Oh, well how do you feel..." He says, "Oh, I got bitten by a dog once." He says. And so you run that material there. You see?

See what you're doing here, your discharging the dogs' purposes, his opposition to the dogs' purposes. But you're not mentioning the word oppose, you see. You're not mentioning the word oppose. You're saying, "What's the dog's purposes?"

Eventually you go through all these purposes and get them all squared around and he feels alright about a dogs purposes. He feels better about those purposes.

Then you say to him, "What purposes have you had or got towards a dog?" and then you take up this side of the coin. "Oh, well I've always had this urge to kick a dog, you know." "Oh well, how do you feel about that?" you find some incidents where he kicked dogs, and he secretly kicked dogs and done all this, that and the other thing, see, and you go along with this till you got all his purposes out regarding the dog.

And you go back to the dog, "What are the purposes of a dog?" and see if any more material showed up and you keep going backwards and forwards on these purposes towards the dog and the dogs purposes towards him.

Low and behold, magic, the dog would vanish out of his mind, because you've erased all the purposes, you see? He's now got all the purposes there and he's got them sort of squared around

and you haven't mentioned the dog's package, but the technique is powerful enough to erase the dog out of his mind. And it proves that all that is present there are the purposes.

You could do it with a house brick, you know. You could erase a house brick. If a person has got house bricks in his engram bank you could say, "Well what's the function of a house brick?" and he'd tell you and you run that and get clear, square that all around and then get some more functions of a house brick and then get his purposes towards a house brick. And you do this backwards and forwards until there's no more charge on it and at that point you'd find that house bricks had erased from his mind. You see?

Because there's nothing else there. A house brick is essentially a purpose, you see? There's nothing else there but the purpose. You follow?

So that's a little technique there, and it proves that the mass essentially is a mass of purposes and there's nothing else there but purposes.

There are other ways to erase things from the mind but that is one way to do it, without getting too involved in goals packages. It takes longer. There are quicker ways to do it, like by using the goals packages as in my procedure, but that will do it. Takes longer but it will get there in the end, and it proves that all that is involved is the purposes. There's nothing else involved.

A dog is a living creature running on a set of purposes and a house brick only consists of purposes. And so on, see?

We live in a universe that only consists of life and purposes, that's all there is, the rest is illusion.

Proof the 'To Know' Goals Package is Basic to all Goals Packages

Now there is another point I want to get into before I go on to an evaluation of the Unstacking Procedure. I mentioned earlier and you'll find in my research that I sent you, the idea that the 'To Know' goals package is the basic goals package, and since I wrote that material I can actually prove that this is so.

I didn't have the proof at the time when I wrote those notes up and I'm in a position now to give you the proof. That the 'To Know' package is the basic of all goals packages.

Importance

The proof is a very simple proof. To understand it we have to understand the subject of importance.

Now the importance of a goal is the enforcement of a goal. It's the "mustness" of a goal.

When a goal is trivial, the purpose is trivial. It has very little intensity but as the goal becomes more important to us, as we strive to achieve this goal in life we increase its intensity and the goal is now a "must."

Take the goal 'To Know'. It starts off just as a slight need 'To Know', we really don't care whether we know or not. Then we 'Must Know', you see it, MUST! Well the "must" is the enforcement of the goal.

Now any goal can have an enforcement, "must." We can increase the mustness of any goal. We have the goal 'To Help' beginning with a light enforcement. Not much enforcement. Not like the heavy, 'Must Help!' You see. Heavy enforcement of the goal.

Any goal can have an enforcement or mustness. All the word simply means is the enforcement of the goal.

When we're enforcing a goal we're trying to convince the opponent of our purpose. We're having trouble getting our message across to him, you see. So then we increase the intensity of the purpose, the mustness of the purpose, in order to get it through to the opponent. In other words we are trying to win the game. So we increase the intensity for that reason. So it's a conviction phenomenon. The mustness is a conviction phenomenon and we're trying to make it known to the opponent.

Now you get it? The mustness, the enforcement of the goal is done to make the goal known to the opponent. The only reason we increase the mustness of the goal is to make it known to the opponent, but 'To be Known' is the basic goals package.

Enforcement and The ‘Know’ Component

The enforcement of any goal is its 'Know' component. It's got a 'Must be Known' component of the goal and 'Must be Known' is a part of any goal in life. It's the enforcement part. And more than that, as we take the enforcement out of the goal, as the enforcement comes out then eventually when all the enforcement is gone from the goal there's no goal left. You see, if you 'Must Know' you've got the goal then, heavy 'Must Know' but as you take the mustness, the enforcement out of the goal it becomes more and more trivial, more and more trivial, more and more trivial, until there's no mustness in it at all. Well at that point the goal is gone.

You can't have a goal without some intensity in it to achieve the goal, you see that? Without any intensity at all you are down to zero. You reach the zero point on the scale. So without the mustness there's no goal.

Just like you've got a cat, well you take all cattishness out of the cat and you end up with nothing. You can't have a cat without any cattishness, you see?

It's the same with a goal; you can't have a goal without some mustness in it, got to have some mustness in it just like the cat has to have some cattishness. Otherwise you lose all the cat. So you lose all the goal when you take all the enforcement out of it. But the enforcement component is the 'Must be Known' component. See that? It's driving it across to the opponent, trying to get the goal across in games play.

So, that determines the existence of the goal. We find that the basic package, the 'Must be Known' package, which is the 'To Know' goals package is the basic goals package, and all the other goals packages are really within that package.

It's the proof! That is the proof of the fact which comes out in practice. It works in practice that the basic package is the basic package and it will do all those magical things. You can play around with junior packages and get into an awful mess and you run the basic package and it all comes back right again.

And it's why you have to do Level 5A before you play around with any other packages, you must do 5A. You've got to get that one right and when that one is erased the whole banks erased, the whole lot’s gone. That is the basic package.

The only reason a person has to run anything else but Level 5A is because they don't believe that the 'To Know' package is basic. They believe there are other things in their mind except knowingness and there isn't. There's nothing else in there, except the four legs of the 'To Know' goals package that's all that's in there. All the rest is just illusion.

Unstacking Procedure, Evaluation

So much for that, Greg, now we can go into the evaluation of this Unstacking Procedure.

Now before we get into it you might reasonably ask how can I evaluate this procedure without having run it on me or run it on anyone else. Well I can answer that very easily, it doesn't need running on me because I tried to run it and it's all flat. It's all flat because the subject of goals and purposes, with me knowing the basic packages and knowing the basic theory of it, there's just simply nothing there.

I just read through the material yesterday and there's a little bit of charge on reading on the wrong opposers when I was on those awful wrong opposers in the examples he gives. They were a bit scrunchy. And I sort of yawned those off, they were a bit awful they were.

So apart from that there was nothing there. The material doesn't need running on me, because there's simply nothing to run. So that answers your question.

And if I wanted to run it on someone else well I simply wouldn't, because the flaws he's got in the procedure and I'm sure that Mr. Nichols himself would realise these flaws once he got his paws on my data. Once he got his paws on my data he'd realise his flaws just as Ron would have realised the flaws.

I wasn't able to give my research to Ron Hubbard. It was just too late, I never could get it to him. I knew if I posted it on to him that it would never get to him and I didn't know where he was in 1979. I didn't know whether he was still at sea or...? I know his health was poor. I didn't know quite where he was. He was surrounded so much, you know, the comm. line I had to the Old Man was gone and I didn't want it to go to some half crazed secretary who wouldn't know its importance and wouldn't be able to evaluate it properly. And so I didn't bother.

I just couldn't get it to him. There was no way I could get it to him so I just had to leave it and hope it would come right for him in the end.

But anyway, back to the Unstacking Procedure. First off I better clarify why postulates and intentions, goals and purposes are regarded as the same breed of cat, are all synonymous with each other. It comes from where the word postulate comes from in English language.

The word postulate comes from the old Latin *postulare*: to demand; and the idea of demand is the very essence of a postulate. When we postulate something we are demanding that something is going to happen.

We make the postulate 'To Know' and we want 'To Know'. There's something we want, we are demanding something, demanding ‘To Know’. You see?

This 'Must Know' the word is correct there and when I say that a postulate is the same as a purpose is the same as an intention I'm on very firm ground in the English language, because that is where the word comes from. The word root is from the Latin to demand. So that my usage is correct.

In Nichol's glossary, I'll just look his glossary up... hang on...

Interestingly enough, Greg, you can always tell how much a person knows about the mind or some aspect of the mind by looking in their glossary of terms. You know, if they've got off beat definitions of phrases and off beat definitions of words you know they've got some hang ups on that subject. It's quite interesting to go straight to the glossary, it's quite revealing. Looking for what his definition of a postulate is, I know it's slightly off beat from mine but I can't find it so I'll have to abandon it. But I can assure you Greg, that mine is more in line with the dictionary definition of a postulate. You look it up in a dictionary you'll find that it's essentially, it's a purpose with an intention.

When a scientist is making a computer model he has certain postulates he feeds into his model and they are his basic postulates. He calls those postulates rather than intentions. That is to say the basic postulate he's using on his model so people know what he means, but essentially the postulates put in are purposes, they are essentially purposes.

I think I better clarify that once and for all. Let's take this word significance. Now he has a different idea of significance than I do. He defines significance "The conceptual and factual content of an experience such as the ideas encountered in study as opposed to a phenomenal content such as pictures or objects," it says. He goes on for another sentence.

Now this is a complicated understanding of significance.

The significance of a thing is simply the purpose plus its importance

That is the totality of significance, there isn't anything else to do with significance except purpose and importance. When we say significance we say what do the things signify, what does it mean?

The word significance has the same root as the word signal. What are the signals it's sending us? What does it mean? So if we know what it means, then we know what its significance is. But its meaning is essentially its purpose, its function, that is its essential meaning. So we're down to function again.

So significance is purpose plus the importance, that's all. A thing might have many purposes and each purpose may have an importance but essentially when you take a significance apart you're taking apart postulates, you're taking apart intentions, purposes, and that's all. There's nothing else there. He gives the example of motherhood as a significance. Yes, motherhood is a significance but what is motherhood? Well motherhood is the state of being a mother and what is

being a mother? Well the identity of being a mother is the identity of a person who is operating on the goal 'to mother', the purpose 'to mother'.

We say that when a person is operating on that goal 'to mother' they are a mother, see that. When we examine this concept, this significance of motherhood, we see that it's to do with mothers and mothers are to do with the goal 'to mother', the postulate 'to mother'. You see? So we're back to purposes again. You see, so significance is essentially... it's a purpose. A significance is a purpose plus an importance, that's all it is, that's all a significance is. You can take any significance and reduce it down to a purpose plus an importance.

So he hasn't got a really good grasp of significance there. He hasn't got a good understanding of significance.

Now this izingness he sticks on as a suffix at the end. I read that bit over and over again and I don't see why he's doing this and it seems to introduce a false note into his material. I mean I've gone around kicking plenty of cats in my life but I've yet to engage in kickizingness of catizingnesses. Kickizingnesses of catizingnesses,

I just don't do it. I kick cats. So sticking izingnesses on the end has got nothing to do with life, as far as I'm concerned and it may have a lot to do with Mr. Nichols's bank but it's got nothing to do with life and I'm only really concerned with the fact that they exist in life.

I just don't see this izingness... I don't see where it all comes in, it's an added complexity which doesn't seem to do anything except make it more complicated. And as William of Occam with his razor, said "never add hypotheses unnecessarily."

I'm a great believer, he's a great friend of mine Occam is, so I don't believe in adding hypotheses unnecessarily just for the sake of making a thing more complicated.

Maybe I'm doing the man an injustice. Maybe there is a good reason why he has to use this strange suffix on the end of all his goals but I've read it and reread it and reread it and I just cannot find out why you have to do this and why it won't work if you don't do it. So I just assume it's some peculiarity of him. Or some peculiarity he's gotten from someone else and he's got himself stuck with, but certainly "izingness" is not something that I stick on the end of my goals and people don't go round and talk about "izingness".

They don't say, "Well I had a good game you know, I had a good day of eating ice creamingnesses, you know, or eatingnesses of ice creamingnesses." They say, "I had an ice cream." You know?

I'm sorry, Greg, I've got a very simple mind, you know, I hate unnecessary complexity if I can avoid it.

But what we have in this procedure, essentially he puts up this dichotomy, he gets the goal and he asks the preclear for the opposition to the goal.

Flunk! He shouldn't do that, that's one thing you mustn't do because he'll only give you a wrong oppose.

Every example he gives there he's got a wrong oppose. They're either wrong opposers or they're cross-packaging. That's the other mistake. That's a gross error to cross-package, you know. So the wrong oppose is bad enough but a cross-package is absolutely, you know. I mean it's completely inexcusable.

Cross-Package

To cross-package is to take a goal out of one goals package and oppose it to a goal which is out of another goals package. It's like putting the goal 'To Know' and opposing it to the goal 'to not sleep'. You know, that's cross-packaging. So that they're opposed to each other, the goal 'To Know' and the goal 'to not sleep' are opposed to each other.

Well that's cross-packaging. It's a wrong oppose but it's also a cross-packaging so it's an even bigger flunk. An even more severe wrong oppose. It's not even in the same area, it's on another subject.

So anyway, somehow he gets the goal and he gets the wrong oppose and then he has to spend hours and hours, as you would expect, using all sorts of Scientology techniques to discharge what turns up.

The old serfac technique comes into action, he gets all sorts of techniques come into action trying to discharge, and get this dichotomy which is just two wrong opposes in opposition to discharge and they simply won't discharge.

There's no reason why they should, they've got nothing really to do with each other, you know, they're just wrong opposers. They'll just sit there forever.

So he tries to get them to discharge, so he has to work for hours and hours asking these various questions and so forth, ransacking the past, he's bending over backwards trying to make these damn things erase, and they won't erase cause their wrong opposers.

Ron was doing exactly the same thing. He was using all sorts of techniques to try and get these wrong opposes to discharge and they wouldn't discharge cause they were wrong opposes. They were simply incorrect oppositions and so they would just sit there. And that's what this guy is doing too. You know?

Now what do I think is the overall effect of doing the procedure of the Unstacking?

Well if it was done in very careful hands it might take 50 hours before the tone arm will go up to 5 and stick. But eventually that will be the end point. That's where it would go and I don't think he'd get much else out of it.

Oh, you know, running up and down the time track asking for incidents that might be good. You might get some benefit out of that. Asking for incidents, the preclear might get good gain out of erasing a few incidents or reducing a few incidents but the overall effect of this wrong oppose, I think, would swamp out any benefit he'd get and I think the overall tendency would be for the case to tighten up and for more and more mass to appear and the tone arm to relentlessly rise and eventually stick and it would need a repair.

You'd have to run my Level 5A to get the preclear back where he was again.

Now the aspect that I noticed in your summary of it, what you said that it seems to run all right but it seems to run over that way. Well yes it does, it's all over that way, the technique is the person as an observer and he's sitting watching this bank which is over that way.

Well my experience of erasing postulates in preclears is they have to get into the postulate and get their paws dirty. They have to get in there and own the postulate and get the feel of the postulate, and get into the postulate. They won't erase otherwise. You can't just put it all over that way and sit and watch it erase like you're watching a TV set. Nothing happens. You spotted this yourself. You said that there's not much efforting, it doesn't seem to do much.

No, it wouldn't do because it's all over that way so the whole thing will become a rather intellectual exercise. It's all over that way. So that's my other criticism of it there.

When I'm asked to evaluate it, it's like being asked to evaluate some of Hubbard's material on goals and postulates and purposes back in the 1960's because the material is so similar. I would lay a bet that this guy was on the Briefing Course in 1961 to '64. I'd lay a bet and that he's been sitting holding this mishmash, this engram he collected between 1961 and 1964 and sometime along the line he got in there and tried to use what he knows and he's modified it and reckons he's got some benefit out of this procedure and he's gone ahead and published his procedure and called it "Unstacking" but essentially I would lay a bet that Nichols is, although the name doesn't ring a bell with me, I'd lay a bet that he got caught on this procedure either directly at Saint Hill or somebody's run it on him and he's got stuck with a major engram on his own track. This material has become a major engram on the track and he's trying desperately to take it apart.

You see thetans never give up. You stick him with something. All these characters at Saint Hill between 1961 and 1964 who got stuck with this material of Ron's, this goals material, you know, they've all been trying to figure it out, most of them are probably still figuring it out today. They never give up. They never give up trying to solve it.

I never gave up till I solved it. Took me nigh onto 1978 before I got it apart, got it solved. I never gave up and I don't think any of the others gave up. They don't give up, people don't give up on this one. You lay a major engram in and they'll work at it until they get it resolved and I think that's what Nichols has done. He's trying to get it resolved.

He maybe had a bit of early success with this idea but I don't think it would do anything eventually but end up going nowhere. It can't do, Greg, it can't go anywhere but run into wrong opposers and cross-packaging and the end point of wrong opposers and cross-packaging is a high tone arm and a stuck needle and a black field and winds of space and eventually they lower the coffin lid on you, gently, and take you off to the cemetery and say, "Rest in Peace." That's the only endpoint.

You know, as I said early on, on the tape when you play around with postulates in opposition you've got to get it right. You've got no leeway whatsoever. No leeway whatsoever. You either get it right or you kill the preclear. It's an awful thing but there it is.

That's why my injunction there on my own research material is not to hand it out to mentally unstable people because they simply cannot duplicate it and they won't do it right. They'll do it wrong and it only needs the slightest alteration or alter-isness of technique of Level 5A and my Level 5A becomes a time bomb. You know?

I mean I know more ways to louse up preclears doing a slightly alter-ised 5A so it becomes a very dangerous procedure. That will eventually kill everyone that it's tried on, it'll louse them up. That's why my injunction that it must be duplicated exactly and it mustn't be handed out to mentally unstable people who can't use it properly.

So much for the "Unstacking Procedure", Greg, I can't think of any more on the subject. I think I've covered it pretty well there.

Erasable Goals Packages

Since I gave you my research data I can tell you now there's no more than about 30 erasable goals packages in total. About 25 to 30 and the major ones you have there. I did discover some others that are erasable which can be tacked onto the list if you want to tack them on.

The 'To Reason' Goals Package

Probably the most important one is the goal 'To Reason' it has the goals 'To Reason', 'To Not Reason', 'To be Reasoned' and 'To Not be Reasoned'. They are the four legs of the goal 'To Reason'. It's a very good goal. It takes apart the subject of logic in the preclear's mind and squares him around on the subject of logic.

If a person is having trouble on the subject of reason and logic and so forth that would be the precise goal to run on him, the goal 'To Reason'. And it's specifically for people who have trouble reasoning. It's a valuable goal so you can add the goal 'To Reason' there, into the set.

But there's only about 25 or 30 erasable goals there that can be formulated into erasable goals packages. All the other verbs in the English language cannot be formulated into erasable goals packages, so it tells you how limited we are.

The granddaddy of all the erasable goals is the goal 'To Know' that's the key one.

The other thing I'd like to say Greg is that anyone who repeats this research will discover an enormous amount of material about the human mind and life and the universe and so forth in the psyche and the laws that govern the universe while they're doing the research, if they care to write these things down and so forth.

I mean I've got stacks of notes on the stuff that came up when I was running this material but it's not really relevant to hand it over to people... just be quite unreal to them.

But when they run the material themselves it will become real to them and they will rediscover it so I don't have to tell it to them, they'll discover it for themselves. They'll come up and say, "Oh, yes you know so and so, and so and so" and I'll say, "Oh yes we know about that." And it will pop up. In other words they will discover it themselves when they are running Level 5 of my material there.

So there's much more to my material than what I've given you but I've given you what you need to run the material; to run and erase the mind and the rest of it comes out in the wash. You will discover the rest while you're using the material I've given you, so I don't have to really give you any more. Any more would be a luxury and it can be very confusing and I don't want to overburden anyone with it because until a person gets to work on it and starts to work with the material some of this upper level material can get quite unreal. That's why I didn't go on and give

you more material on the anatomy of sensation, the anatomy of mass in the universe. I've got more data on it but it's so wild and woolly and I simply can't prove it any way at this stage so I'm simply not going to go into it, I won't be drawn on the subject of it.

Erasing Goals Packages and Knowledge

So that's another aspect there, Greg, of this work worth bearing in mind. It all comes out in the wash. I think I mentioned it in the research there. I said that erasing a goals package is like doing the university course on that subject of the goals package. It's the equivalent of doing a university course. You become an absolute expert on the subject of that goals package. You really know about it if you erase the goals package. Doesn't matter what the goal is.

Supposing you wanted to become an expert on the subject of help, well if you want to really know about the subject of helping and what helps, all about it. Well just sit down and erase the 'To Help' goals package. It's quite erasable and by golly you'll know about help! You'll be able to spot help in society and you'll be able to spot no help, how help gets aberrated, you'll know all about help and you can look back at what Ron wrote and say, "Yep the Old Man was quite right, he got it right. He knew about it. He got it all out." And similarly with any other goals package.

It's very educational. It's not only therapeutic; it's highly educational to erase a goals package.

Anatomy of the Mass in the Universe

Going back for a moment to the subject of the anatomy of the mass in the universe a person doesn't really have to know this anatomy, you know. One came into the universe without knowing the anatomy of it and one can walk out of this universe without knowing the anatomy of it. You don't have to know the exact anatomy of the walls and tables and floors and so forth that this universe is made of before you can get out of this universe. Really it's sufficient to know that they consist of postulates in a scrunched up postulate configuration and really that's sufficient. That's all you really need to know. Of course you need to know about the goals packages and so forth and erase them and get rid of the mind and so forth. Then you can start thinking about walking out of the universe. Well that about wraps it up, Greg, I can't think of much else to go on to. It's coming towards the end of the tape anyway, I don't want to get into anything else and have the tape run out on me.

If you're still in touch with Bill Nichols, the guy who developed the Unstacking Procedure it's quite ok with me if you want to send him a copy of my material, he might be very interested in it. In fact you might save his life.

His tone arm should be getting up pretty high by now if he's still working on the Unstacking Procedure, he should be using a Mark 14 meter by now which has super sensitivity and he should

be looking for little drops of tone arm between 6.9 and 6.85 on his meter. [laughs] should be getting pretty high, that tone arm, by now.

I'm only joking, I hope he's not that bad. But anyway you certainly have my permission to ship him off a copy of my data. Also I have no objection if you make a nominal charge to people for your duplicating costs of this material when you send it off to them. I think that's something entirely up to you. I certainly have no objection as long as you make it quite clear that it's you that's charging and not me that charging it. They're your charges and not my charges. I leave that entirely to your discretion, your good sense, who you send the material to. I'm sure you're quite aware of the limitations as well as I am so I leave it entirely up to your good sense. Ok, Greg, well that's about it. I hope to hear from you soon and if I can send you some more data or anything else to clarify I'll be pleased to do so. I don't mind if you communicate with me by tape or whether you communicate with me by letter. I see that on the letter you wrote in nice big print, with my bad eyesight if you do write a letter make the print nice and large or you, as I say, if you've got a tape recording facility then by all means record a tape. I can play back tapes here quite comfortably so I'm quite happy to converse with you by tape.

Recording a tape is far easier for me than writing. Writing is very difficult for me these days because of my bad eyesight. Even a typewriter's getting beyond me. So that's why this material is on a tape rather than written. It's much easier for me to record with microphone than it is to write or use a typewriter.

Well that's about that at the moment Greg so I'll say "Ta Ta" to you and all the best and again thank you for duplicating my material and bye for now. Bye bye.

End of tape

Level 5 : Tape 2 – Dissociation

12th January, 1993

[Note: This tape is paired with Tape #14 in the Level 5 Series on 'The Surprise Game', which is stated as being a precursor to the information on this tape.]

Hello Greg this is Dennis Stephens here and the date is the 12th of January 1993. I thought I'd get round to giving you a detailed reply to the tape you sent me in December about the upper level Scientology tech.

Our weather here in Brisbane is typical tropical Brisbane weather. We have two types of summer weather here. By the way, were you born in Brisbane, in which case you probably know the weather here better than I do. Your mother lives here and maybe you were born here and lived here most of your life, but as far as I'm concerned we only have two types of summer weather here.

When the monsoon trough moves down over the tropics we get the tail end of it down here and it makes us very humid and cloudy and very wet. Then once in a while, hopefully, when we're very lucky, some cool air breaks through from the south, the wind, which has been in the north east from the Coral Sea, goes round to the South East and becomes the South East Trade Wind which is probably the real wind for this latitude in the summer and the weather goes back to perfect, just a little overnight rain and beautiful blue skies and big fluffy masses of cumulus during the day, typical sub tropical summer weather.

Ok, now to proceed with our reply in detail on the tape that you sent me. First off it's a pity that I never will be able to meet Bill Robertson because he's now deceased. I would have liked to have met the gentleman because people who do research in this field are very few and far between, very, very thin on the ground, as they say, are people who do research into the human psyche and into the human spirit.

You've only got to look into the field of psychiatry to see how few and far between researchers are in the field of the human psyche. Because the techniques of psychiatry are very little different than they were 20 years ago. There hasn't been any great development there in the field of psychiatry, indicating that there are not many people actively doing psychiatric research.

Oh, there's no doubt lot's of psychiatrists spending lots and lots of funds in universities and so forth getting absolutely nowhere but they're not doing anything useful, coming up with any practical breakthroughs in their subject, in their field. Material today in psychiatry is much the same as it was 20 years ago.

No doubt the rarest of all researchers into the human psyche are those who do research into their own psyche. That is very rare, very rare indeed. For every 10 that do research into other peoples psyche there's only about one who does research into their own psyche, which is why I would like to have met Bill Robertson. Was he very old when he died? Was he an old person or did he die somewhat unexpectedly.

You mention in your tape that you've got a stack of data there about a foot high of paper so his research must have been very productive while he was active, to get a stack of paper a foot high.

I was interested in your preliminary remarks on the subject of NOTS because I'm familiar with the NOTS procedure, I was also familiar with the fact that the procedure tends to go on forever, having known a person who was working on NOTS and he seemed to be getting absolutely nowhere very fast. I don't know whether he's still working on it or whether he's given it away. One should always be very, VERY suspicious of a technique where material seems to vanish then seems to come back into the mind again. In other words, you get rid of something and something else takes its place and you get rid of that and something else takes its place and this goes on forever and ever.

One should be very suspicious of such a technique for there is something fundamentally in error when this occurs.

The error is usually that you're simply on the wrong track. That what you think is going on is not what's going on and there's something entirely different going on.

When I used to talk to this guy who was doing these NOTS and we used to talk about the procedure and I tried this procedure, this NOTS it just didn't mean a thing to me. I worked really hard at it. It just didn't mean anything. I could mock-up these entities and I could move them around and put funny hats on them. I could do anything with them but there's one thing I couldn't get the things to do and that is, do what they were supposed to do according to the textbook. You know, I used to try really hard. I used to try and mock them up, I used to misown them. I'd say, "Somebody else is mocking them up" and I put them here and I put them there and I get other people to move them around and I create abundances of them, I'd create scarcities of them. I'd do everything to them but nope, nothing used to happen. The E-Meter just used to sit there, tone arm at 3 with a floating needle and the whole thing just used to yawn at me and after a few weeks of fiddling about with this I finally said to myself, "Well this god damned procedure is flat on you Dennis Stephens. You're just wasting time." And then the needle really freed up and started to float nicely so obviously that was the correct thing. The process was flat on me.

My own research, in other words, my own work I'd done, my own Level 5 technology had flattened the process if the process ever needed flattening and it was flat on me when I started it so I had nothing to report on the subject of NOTS except that it was flat on me when I attempted it. I just couldn't get any of the phenomena that other people got, other people reported or any of the phenomena that this guy reported.

He used to explain some of the phenomena he was getting to me. I certainly got nothing compared to the phenomena he was getting. All right, well so much for the preliminary remarks Greg. Now to get down to the meat as they say.

What I'm going to say is possibly a little bit revolutionary but I'm going to have to say it because it's very real to me, and it's the way I see the procedure.

One has to be very careful indeed when one comes across a phenomena in the human psyche. One has to be very careful indeed before one determines that this phenomena is being created by any other entity than the preclear.

No Such Thing as Entities

Even though the preclear will swear over a stack of Bibles that this thing in his mind has nothing to do with him, one has to be very careful indeed to agree with him on this subject.

I myself in all the research I've ever done, and I can assure you Greg that I've ransacked this psyche of mine. I mean if I want to tune up my Theta perceptics one of the old procedures I do is a little "Opening Procedure by Duplication" between two MEST objects in present time. That's the sort of a limbering up exercise for me. So I'm no slouch at the subject of OT work.

But I can assure you in all the OT work I've ever come across and worked on, I've never come across anything in my psyche that is anything but my own creation, my own mock-ups. I've never come across any entities. I haven't yet. Don't come across them. I have never come across them.

Now that might come across as startling to you, never have in all of my research. Nowhere in the levels in my own technology. Nowhere in the lower levels of my own tech. Nowhere in the upper levels of my own tech. Nowhere in all the materials of Dianetics back in 1950 that I ran. In the hours and hours of Scientology techniques that were run on me and various other techniques and items that were run solo including the clearing technology. In none of it, ever, have I found any entities in my psyche. Now that's interesting isn't it?

So one has to be very careful when one comes across something in ones psyche which one believes is some entity in present time that's influencing them in present time. Now I'm not just saying this because I've never found any. Because I can assure you that the insane asylums all over the world are full of people who will swear on a stack of Bibles that they've got things in their minds which are alien to them. They swear that their mind is haunted by beings who are influencing them. The insane asylums are full of these people. And it's one of the first things that a person dealing with the insane or mentally disturbed, has to become familiar with. I mean you can walk up to any psychiatrist and talk about entities in your mind and he will just yawn at you. He's heard it all before. He has it every day, five days a week, his working days. And when he gets called out on the weekends he's called out to people who've got entities in their minds, and they're all as nutty as bloody fruitcakes. Every god damned one of them.

Not one of them turn out to be anything else but "misowned circuitry" in the bank. So I say this advisedly, Greg, there's really two types of people in this universe, two types of beings. There are those who swear that their mind is haunted by entities at the drop of a hat. You know they'll just swear at the drop of a hat that their mind is haunted by entities. And those who've never seen an entity ever. There are two types, there are definitely two types of people. And I'm one of those who've never seen one. There aren't any as far as I'm concerned, and there are those who swear that their mind is haunted with entities. The concept of the entity in the mind, that a thetan, a degraded thetan or an OT thetan, which is a separate thetan from self is influencing self is a peculiarity of certain section of humanity.

Now quite clearly whoever did this research and developed this technique of NOTS is one of the types of people who believes in the haunted mind theory and who has entities, and he no doubt grabbed upon this idea of entities and developed this idea of NOTS.

The technique simply couldn't have been developed by a person like me because I've got no reality on the concept of entities. It's the last thing I would develop, is a technique on the subject of entities simply because as far as I'm concerned they don't exist. I've never had any, you know, never had any reality on then.

Dissociation

Now this phenomenon of the haunted mind, which I choose to call the haunted mind theory is known in psychiatry, they have a technical word for it in psychiatry and it's as good a word as any. They call it dissociation. D I S S O C I A T I O N.

Not to be confused with disassociation, to disassociate. To disassociate means to not associate with someone, but in psychiatry dissociation has a very precise definition, and is the shutting off of one part of the mind by the main part of the mind and classifying this shut-off part of the mind as the class of not-self.

The Haunted Mind Theory

In other words the person simply compartmentalises their psyche into the class of self and not-self. There's the bit that they're inhabiting which they call self and there's the bit over there which they're now opposed to which they call not-self. And this becomes the haunted mind. And the person will swear over a stack of Bibles that that bit over that way is not them. Even though fundamentally they are mocking it up and making it go through all the motions that it's going through. Now this is a classic misownership situation. Here they are mocking something up, putting it on automatic, having it go through various motions and everything, endowing this entity with life with one hand and with the other hand denying that they are doing it.

Now is it any wonder that when they get into this area with these entities that their tone arm goes up high and their needle sticks. Is there any wonder when that happens that there is this classic case of misownership.

One would have thought that some Scientologist down the line faced with a preclear or a Clear, as they say, working with NOTS who's plagued with a high tone arm, first of all plagued with an endless process that never flattened and his tone arm had gone up high and his needle is stuck that surely the guy's tech would have come in and he'd said to himself, "Good God what the hell is going on here? Have we got a classic misownership? There's something wrong here. This tone arm shouldn't be this high and this needle shouldn't be this sticky with this preclear or this person." You see that?

But no, they all blithely go ahead with the whole denying theory. They don't apply their own tech to the subject. There's obviously something very odd going on when a person starts dealing with these entities and ends up with a high tone arm and a stuck needle. This is a serious case manifestation; it's a serious manifestation that there's a high tone arm and the stuck needle, it means that there's something seriously wrong in the session.

I mean only a complete idiot would try and audit through a high tone arm and a stuck needle. You know? When I used to train auditors in HASI. This was one of the things that I used to get into and I used to stand and beat over the students heads. If you get a high tone arm and a stuck needle you better do something about it. You just don't blithely press on with a high tone arm and a stuck needle. There's something seriously wrong in the session. You better find out what it is.

Could be the guy's got a present time problem. He's got a nail in his shoe that's hurting him or we don't know what, but it's giving him a high tone arm and a stuck needle. So you better do something about it. Ok so much for that.

The Hidden Influence

Another name for the haunted mind theory is the theory of the hidden influence. Now some people do honestly believe that their mind can be influenced by entities of which they know not what of.

In other words, they believe that their behaviour can be influenced and they have no way of ever finding out who the influencer is. Who is doing the influencing? And they genuinely believe this.

Of course this is a lot of bullshit. This is a complete violation of communication theory.

Anything Influencing Your Mind You Can Communicate With

The truth of the matter is that if anything is influencing your mind, if anything is capable of influencing your mind or influencing you as a personality then you are quite capable of communicating with it, with this entity and finding who it is and what it is and finding out all about it. You'll find a note to that effect in my research there. In other words, there aren't any such things as hidden influences. The whole thing is a complete lie. It's a lie to scare the kiddies, see that. There's no such thing. If you believe there's such thing as hidden influences you end up with a haunted mind. The truth of the matter is that you can only be influenced by those things that you are capable of discovering.

Communication Theory

If it can influence you then you can discover it. You see that? It's just two way communication. If someone can communicate with you then you can communicate with them.

The fact that they can communicate with you means that you can communicate with them. If something can touch you then you can feel the touch. See that? It's the way it goes. It's two way communications in the universe. If somebody's going to influence you and move you around and cause you to do things then you're quite capable of being aware that this is happening.

So there is no such thing as a hidden influence. It's one of these delightful little fictions somebody dreamed up to scare the kiddies. Well I can assure you Greg that there is a large percentage of the inmates in our insane asylums who will swear over a stack of Bibles that such things as hidden influences do actually exist. See they know that they exist, that's why they're in the insane asylum.

By the way, reverting back to the high tone arm and stuck needle, for a moment, you mentioned on your tape that the current fad or at least one of the current fads on the subject of high tone arm and stuck needle in HASI is to blame it on overrun.

Well certainly overrun can produce high tone arm and a stuck needle, there's no doubt about that, but to say that that is the only cause of it is simply untrue. There's many, many causes of a high

tone arm and a stuck needle, many phenomena can bring this about in the human psyche and overrun is only one of the causes.

Now without more ado let's get into the anatomy of dissociation. I mean I've been talking about dissociations and so forth. Well can we do anything about it? Is the phenomenon solvable? Oh, yes indeed. The subject of dissociation has a definite anatomy of which I am very familiar and it has a very easy solution.

The Anatomy of Dissociation

Common Manifestations of Dissociation

Before going into the anatomy of dissociation I think I better give some of the more common manifestations of dissociation. Unless you are aware of this Greg, you may be surprised at the ramifications.

The Bouncer

The simplest manifestation of dissociation is, of course, the old Dianetics circuit, where the person has a command there in the mind which commands him to do things.

He may have say, a bouncer, that bounces him up and down his time track, that's a circuit, a little postulate, sort of shut off from him which is commanding him there, which he's quite aware of but he's powerless to do anything else but obey it. That's probably the simplest manifestation of dissociation, is the circuit, which Ron covered very well in Dianetics Modern Science of Mental Health. He spoke very well on the subject of the circuit. He covered the phenomena very well. He obviously researched it very thoroughly, the subject of the circuit.

By the way this whole subject of dissociation was skirted by Ron in his research. He nibbled at the corners of it but he never came to grips with it head on, Ron didn't. He never came to grips with it.

The reason he never came to grips with it head on, this is only a personal opinion here, is I believe that he himself suffered with dissociation. As I say more about this subject of dissociation you'll see why I believe that Ron suffered with it. So of course he was inhibited in his research on the subject because of the fact that he was personally involved in it. That he was a dissociative personality himself so he couldn't really come to grips with it objectively. And he never did in the whole research of Scientology. He nibbled at the corners of it but he never got right down to grips with it. But, anyway let's press on.

Entities (another circuit)

Between the circuit and compulsive behaviour would be these entities in the mind which we come across on the subject of NOTS. You know? They're simply little circuits, that's all. And they don't indicate the person’s insane or anything. They're just little split off circuits. They are just down there at the same level as circuitry.

So it's not a serious phenomenon at all. It's quite mild, just mild dissociation. It's the same level as circuitry. It's between circuitry and the person who is under a mental compulsion. It's certainly not as severe as a mental compulsion. It's certainly not anyway near as severe as a multiple personality.

Compulsion

The next most severe level of dissociation would be a person under a compulsion to do something, or compulsive behaviour, where a person is very aware of being compelled to do a thing.

It may be when they go out walking they mustn't walk on the cracks between the paving stones and they feel compelled to avoid the cracks on the paving stones. They mustn't put their foot on a crack; they must put their foot between the cracks. It's a compulsion there and that's dissociation.

Or it may be a compulsion to do any behaviour. Compulsive behaviour is a manifestation of dissociation. It's not a severe manifestation. There's much more severe ones than that, but it is essentially a part of the mind which is split off which is now commanding the main psyche to do something and the main psyche is obeying it, and the person is powerless to not obey the commands.

Multiple Personality Disorder

Now the next level of severity. We leave the normal types of neurotic or ordinary behaviour, the ordinary type of person. We are now moving into what are classified in psychiatry as a psychosis and probably the least severe of these would be the multiple personality. Where the person manifests one personality for a spell and then that personality disappears and they become an entirely different person.

If you read the book "The Three Faces of Eve" this is well documented. In psychiatry it's not a common condition but when it does occur it's most startling. It's a manifestation of dissociation and the psychiatrist or the therapist's job is to marry up all these entities and get them back to one bit again. You've got a split personality.

You've got a shattered personality; you've got to put the bits back together. When you get all the bits back together you get one personality again, all the rest have gone. That is a manifestation of dissociation.

Schizophrenia

Above multiple personality, more severe than a multiple personality is the schizophrenic, schizophrenia. Where the person hears voices and compulsions to act and do things. The person is being told to do things by voices that talk to him and so forth. Whole sections of his mind are shut off and he's under compulsive behaviour. All the manifestations of schizophrenia which one can read about in any textbook of psychiatry. This is a severe manifestation of the dissociative personality.

Paranoia

Equally severe is paranoia, the paranoia, the paranoiac. He believes that the world is against him. It's a psychotic condition, he believes that people are plotting, that there are entities out there that are plotting and he unreasonably believes that he's being influenced by these entities. And they're all out to get him, they are all out to destroy him. This is the paranoiac.

Schizophrenia and paranoia go together. You get the classification of the paranoid schizophrenic, the two go together, sometimes they're separate, sometimes they're together. Now this is the reason why I believe that Ron Hubbard was never able to complete his research and never did. Well not complete, and never did come to grips with this subject of dissociation in Scientology. That is because I happen to know from personal experience of Ron that he was markedly paranoiac. He was definitely a paranoiac personality, was Mr. Hubbard.

It was quite obvious when talking to him. I used to go out and have dinner with the guy. And we used to sit and burn the midnight oil and so forth, and chat and drink together. And it was quite in the way he used to talk, it was quite obvious that he felt that he was being got at.

He used to genuinely believe that the psychiatrists were ruining Scientology. And I used to argue him, I'd say, "Ridiculous Ron, just leave them alone, they're not doing us any harm. We leave them alone, they'll leave us alone." "No, Dennis," He used to say, "No, No, there... there's all sorts of things happening." He'd say, "There's funny things going on, on our comm. lines and it's the damned psychiatrists. They're out to get us. And we've got to get them first."

And after a while I began to realise that this guy was paranoiac. I was dealing with a paranoid personality. It wasn't marked, I mean he wasn't insane but he was a paranoiac personality, was Ron Hubbard.

Oh, it showed on many occasions in Scientology. Many times he showed paranoiac behaviour. I'm not the first person or the only person to have known that Ron Hubbard was paranoiac, had marked paranoiac tendencies.

So it would be no surprise to me that a man with that degree of paranoia would have difficulty in researching this subject of dissociation because he himself would dissociate quite badly, and would tend to have bits of his own psyche shut off and acting quite independently of him. And he would be unable to determine whether they were genuine bits of his personality or whether they were other thetans in present time dictating to him.

And he'd be unable to determine this because of his own paranoid tendencies. So that's why I believe he never was able to complete this research and thoroughly research this subject of dissociation. He should have done, you see. It was odd, considering the importance of the subject that he never did come to grips with it.

Ron and Sexuality

There's another area of the mind, while I'm on the subject of areas of the psyche that Ron Hubbard never come to grips with. Ron Hubbard never came to grips with the subject of sexuality, either.

You hunt through the textbooks of Dianetics and Scientology and apart from the good old prenatal coitus engrams of Book One and a bit on blanketing in "The History of Man" you will hunt in vain for anything on the subject of sex in the textbooks of Scientology or in his lectures come to that. That Ron was very quiet on the subject of sex.

Well when you consider how important sex is in the subject of human beings lives you would think it would have far greater mention in the subject of Scientology than it actually had. And so we can probably assume, and I happen to know for a fact that he did have lots and lots of trouble on the subject of sex, did Ron. And he was quite unable to do research on that subject. Anyway that's a digression.

Getting back to those manifestations of dissociative personality; it's quite broad, isn't it. Goes from a simple circuit, through compulsive behaviour, through the phenomena you see in NOTS and through compulsive behaviour into the realms of psychosis. In fact apart from various degenerative conditions of the mind, to do with old age or alcoholism or poisoning and so forth, dissociation is the common denominator of most insanity.

That's the vast majority of people in insane asylums, who are classified as insane, are dissociative personalities. The only other types of personalities that are classified as insane is the dementias of aged people, or alcoholic dementia, dementia from poisons and that pretty well wraps it up. There aren't any other psychoses.

So you can see how important the subject of dissociation is, and how strange it is that it was never researched by Ron Hubbard, never fully researched. It was quite interesting when you start to study this subject of dissociation you realise that this whole thing is a great big hole in Scientology called, "Where's Dissociation?" Ron never mentioned it, never mentioned the whole subject called dissociation, interesting. In case you think I'm maligning Mr. Hubbard, I'm not. I still think that he's one of the greatest psychotherapists of this century. In fact he may have been the greatest because of his contributions to human knowledge of the mind; his contribution is second to none.

The man was a genius in his field but that still doesn't get away from the fact that he was markedly paranoiac and was a dissociative personality and had lots and lots of troubles on the subject of sex. That's the truth of the matter. Well I see this tape is running towards the end. I'll just stop it and have a look at it. No, it's not running towards the end. It's my eyesight that's running towards the end. I've just taken it out and had a close look at it there's a good 3 or 4 minutes on this. So I won't go over. I'll probably run off the end of the spool.

The Solution to the Subject of Dissociation

So let's now go into the subject of the solution to the subject of dissociation. Now the subject of dissociation, the basis of it is our old friend the subject of problems and solutions. A person has a problem, this is the way it works out, the person, usually in childhood, has a problem and they solve the problem and the solution works. [laughs] That's the key point the solution works.

So every time they get this problem they put this solution into action and the solution keeps working. The solution eventually becomes automatic, this is the key point, this is. The solution becomes an automatic solution and every time a problem turns up the solution goes in and the thing becomes more automatic. Eventually they create a little entity, the child will create a little entity in his mind, which puts the solution in as soon as the problem comes in. We all do it. And then the problem comes along and automatically he will put the solution into effect there.

Now the intensity, the degree to which he puts the automaticity in varies from person to person. Although we all do this, some go completely overboard on it, and create a fully fledged entity complete with a purple hat or what have you, and create an identity that goes with the purpose or the function and the whole thing is sort of mocked up, there. And this is the dissociative personality.

And where another person, a person like me, simply created it as a little machine, a little servomechanism but it never really was granted much life and so it never did get itself into anything special. It is just a little servomechanism that will put the postulate into action when the problem turned up. It will put the solution into action you see?

So although we all do it, we all do it to varying degrees and the dissociative type of personality does it to a marked degree and the type of personality who doesn't dissociate in later life only does it to a very minor degree. So that's the essence of it there Greg, is the fixed solution which goes into action. Then one day, inevitably what happens is that one day the fixed solution goes into action and horror of horrors it doesn't solve the problem. And this is awful, see. Always up to now the solution has worked and suddenly it stops working.

Why would this solution no longer work? Well of course it could be any number of reasons, times change, different circumstances. Nothing stays the same for very long in this universe as we all know. So one day inevitably his fixed solution is no longer going to work. We know that for absolute certainty. Well I know for absolute certainty I'm getting to the end of this spool so I'm going to switch it over. I'll see you on the other side of the spool Greg. Just run it on to the end and I'll start right close in on the other side. So just run the spool till the end.

Well here we are back again on side two Greg. Same date. You might have noticed about half way through the first side of this tape that the background music stopped. I switched it off. I switched it off because there is no need for it any more. The external noises stopped, ceased to distract me so I switched off the background music because it was no longer necessary. It's now quiet outside.

He Can't Stop It.

Moving along on the subject of problems and solutions. Yes we have the fixed solution and then one day he finds it doesn't work, it no longer works. It is the inevitable end to all fixed solutions, that one day they don't work.

And then, of course, he tries to stop the solution from going into action. Then the fun starts because he can't stop it. He can't stop the machine from working. He set it up to act automatically you see and he can no longer control the machine.

Now this is where he does a very stupid thing, a very stupid thing. He opposes the machine. He now opposes the thing. And he says, "This is now compulsive behaviour. I don't want to do this any more but I find myself doing it. Every time X happens I do Y, and I don't want to do Y every time X happens and I must stop myself from doing Y every time X happens."

See he opposes his fixed solution. Now this is where the trouble starts. Up to now everything's all right, no problem at all. The correct thing he should have done at this instance was to create lots and lots of machines and put them over that way. Machines that were doing this thing for him. In other words he should have duplicated his exact sequence up to that point, of creating the automaticity to put in the solution automatically. He should have consciously done what the machine was doing for him automatically. In other words he should have duplicated the machine.

Now Ron had this technology he knew this very thoroughly and I learned this from the Old Man way back in the 1950's. See he got that bit out all right. He knew about the automaticity the fixed solution and so forth, so there's nothing new about what I'm telling you up to now. It's standard Scientology tech unless they've gone and lost it. Unless they've lost it. I don't know what they're doing down there these days. They might have lost it. But anyway Ron had that tech, he understood that but he didn't talk of it in terms of dissociation, he talked about it in terms of problems and solutions. He didn't relate it to the subject of dissociation like I'm doing.

So anyway the person makes this mistake, he now opposes the fixed solution, of course he can't stop the machine from working so now he puts it over that way and goes in and raises his flag and goes into a great games condition with his own fixed solution.

Now again, some personalities do this much more than others. Some do it very little. Some seem to think it's a stupid thing to do, to go into opposition to their own machinery and they simply don't do it. They somehow skirt round and unlock the machine. They don't do it.

Never Took My Finger off the Machine

I never did it. I ransacked back through my childhood, for this mechanism. I can't find myself ever having done it. I used to set the machines up but I always knew that it was me doing it. I never took my finger off the machine even though the machine was running automatically I could always leave my finger on the machine and always stop the machine. See I never took my finger

off it. Maybe that was the secret of my success; I never took my finger off the machine. But some people take their finger right off the machine, put it in the class of not-self then when they want to stop the machine, they can't stop the machine because now the machine is over that way. It's out of their control by their own postulates.

It's not that the machine runs out of control or by any other postulate than theirs. I mean as soon as you put a thing into the class of not-self you're now saying that it's no longer going to obey your postulates.

That's what you mean when you put a thing into the class of not-self. It's no longer going to obey your postulates. It's now acting under other determinism. It's now acting under somebody else's postulate. So you've got nobody to blame but yourself if you set up a machine, put it in the class of not-self and then wonder why you can't control it any more. The machine never does anything else but obey your own postulates, so you can't blame anyone but yourself. And you can blame yourself for being damned stupid.

Anyway, some people will do it and they get caught in this mechanism and this would be the dissociative type of personality. They end up with this machine over that way that they're now opposed to, they've now got a split off part of their psyche, this automatic machine over that way. And the next thing you know they've got an entity there and or a cluster of entities, all on the associated subject.

Because you know from NOTS that the entities tend to cluster on similarity of subject. They associate in the mind under similarity of postulate. Similarity of subject matter and that's no great surprise to anyone that this should happen cause that's the way the mind gets built.

But, never the less, this is the anatomy of the dissociation, Greg, this is how it comes about.

Therapy

Now what is required to be done about it in therapy? Well in my own therapy, nothing. It simply comes out in the wash at Level 5A, by the time the person's done Level 5A. Just to remind you what Level 5A consists of.

A person is putting up postulates and creating postulates themselves and then they're putting up postulates in the class of not-self, created by others. They're mocking up others creating postulates in the class of not-self and they're creating postulates in the class of self. They're working all the time with this class of self and not-self with very powerful postulates at Level 5A.

Well after they've been doing this for 10 or 20 hours all their automatic machinery is shot to pieces, they just tear it apart, because you see, they're now an expert at creating things in the class of not-self. It's as easy for them to create things in the class of not-self as it is to create things in the class of self, it doesn't make any difference to them. I mean, I can mock-up things in the class of not-self just as easy as I can create them in the class of self.

I can mock-up other people mocking things up just as easy as I can mock things up myself. I know which is which, I keep them quite separate. One's just as easy for me to do as the other. No great difficulty in it. Most people unless they've worked on this subject, you ask them to mock something up they mock it up in the class of self. It never occurs to them to mock it up in the class of not-self, unless you ask them to do so and some people have a lot of difficulty doing it, they can't mock things up in the class of not-self. They say, "Oh, no, I can't do that."

Well, all that comes out in the wash at Level 5A on my tech. They get over that by the time they finish Level 5A. They've just broken this machinery down, all the entities have gone. So this is my solution to the problem of dissociation is Level 5A.

It's not a specific address to it. It simply comes out in the wash at Level 5A because it's covered in Level 5A. When you are done with Level 5A you have broken all the entities down. They've all gone, because they're only just the postulates in the class of not-self.

What is an Identity?

Look Greg. Let's understand. What is an identity? Let's understand what an identity is, and how an identity comes about in the mind.

An identity is simply a collection of postulates.

Now the postulates come before the identity. This is a very important datum.

It's not that you create an identity and then the identity starts operating on certain postulates. That isn't the way it works. It works the other way around. You get the postulates first. There are the postulates, the postulates go into action and then we say, "Well a person who uses those postulates is a blank." See that?

And we will call this person the identity of a "blank". You know, a fisherman is a man who fishes. His postulate is 'to fish'. You see that?

But first, how did the identity of the fisherman ever come about. Well one day somebody started fishing, you see. Then somebody else started fishing, and they started fishing and they said, "Well, we need an identity for this."

Who is the person who's doing the fishing? Well, fisherman, he's now a fisherman, so they invented the word fisherman and the word gives us the concept of an identity there. And now we have the identity of a fisherman. But the identity of a fisherman comes later than the postulate 'to fish', see that? And it stems from the postulate 'to fish'.

How to Get Rid of Entities

So you come across an entity in the mind, your tendency is to say well I must try and get rid of this entity. Flunk! That's the wrong way to go about it. The correct way to take an entity apart in the mind is to find out what postulates it's operating on. Is just to find out its postulates and one by one take over control of those postulates. Create them yourself. I mean, it could be just creative processing, it could be as crude as that or it could be something as sophisticated as my Level 5A.

But, it amounts to the same thing. You're going to get in there and try and take over the creation of these postulates, then the entity collapses. Once you've got rid of the postulate, you stop creating the postulate that the entity is based upon, the entity vanishes because the entity only consists of the postulates. It doesn't consist of anything else but postulates. A fisherman, the entity of a fisherman, the valence identity of a fisherman, doesn't consist of anything else but the postulate 'to fish'. Plus the postulate 'to be human' we might say, but that's common to all human identities, the postulate to be human.

The thing that differentiates out the fisherman is the postulate 'to fish', see that? And once you've erased the postulate 'to fish' out the mind the fisherman's gone. And that's the easiest way to erase a fisherman from the mind, is to erase the postulate 'to fish'.

The hard way to go about it is to try and erase the fisherman without touching the postulate 'to fish', that is the hard way to go about it. You might get there, you might get lucky. But it's the hard way to go about it.

The correct way to go about it is to address the postulate. Then the entity, the identity, call it what you will, vanishes.

That's why in my therapy I only work with postulates I don't work with identities, don't work with entities because I don't have to. I work with postulates, the identities, the entities, come out in the wash, they all do.

I knew that according to my research data. The identities consist of postulates, that's all they consist of, so you only have to work with the postulates in the class of self and in the class of not-self and all the entities and identities and so forth come out in the wash. And they do, they fly off at Level 5A. They fly off in all directions quite violently. They all come apart. So that's the way I would do it in my therapy.

Now there are other ways you could do it. There are lots of ways you could skin this particular cat, called dissociation. You could treat the thing purely as a problem in "problems and solutions" and back up Scientology tech to it. You could get the person to mock-up a machine that creates entities, mock-up a machine that creates these postulates, mock-up a machine that creates postulates that become entities. Then mock-up lots of machines. Now become the machine, have other people mocking up the machines. You can do creative processing.

You can take him back into childhood and pick up the points when he created the solution to the problem and date it, find the moments in time when he first came across this postulate and set the machinery up. Do it that way. That might be a hard way to do it by the way but you could do it that way. It could be done Dianetically, but the fastest way to do it would be with my tech and Level 5A. I swear it, the fastest way to do it.

It's not the only way to do it, there are lots and lots of ways you can do it if you understand the mechanism involved, the mechanism of the entity, the mechanism of the identity. Basically it's a problem; it's the old problems and solutions technology.

The Problem with NOTS

Just in passing, when you mentioned on your tape at the beginning of your tape you were talking about NOTS and the phenomena they came across in NOTS. I had to play this back over, I thought this was most peculiar but no it was the way you said it. And it was quite true, I quite believe it.

You said that when they were trying to put intentions into mass, they were starting to come up scale and OT, they were starting to put intentions out in the environment and they started to get somatics in auditing. As soon as they started to put their intentions out into the environment they started to get somatics. So then they sat down and tried to figure a technique to handle the somatics.

Flunk! Flunk! Flunk! Breach of the auditor's code! Look if you had a preclear walking around, you're running 8-C on a preclear and you're walking around the room and you're getting him to touch objects in the room and he turns on somatics, now what does the auditor's code tell you to do? It doesn't tell you to sit down and try to figure out a process to handle the somatic does it?

The auditor's code is very precise on this subject, it says that you continue the process as long as it's producing change and then you stop doing the process. That's in the auditor's code. So you're walking the preclear around the room touching objects, if he turns on somatics, you go on with the process. To do anything else is a flunk. It's a code breach.

It's one of the things that separates the auditors from the non-auditors. The auditors go on with the process as long as it's producing change while non-auditors don't do that. That separates the auditors out from the psychiatrists, that one does. The auditors go on and flatten the process and the psychiatrists quit.

But hey, we get onto the subject of upper level tech and the person now out in the environment putting postulates into the environment and they start to turn on somatics. The correct solution to that problem is to go on putting postulates in the environment and flatten the process. Get that?

There never was any need to invent the NOTS you see? It always was an unnecessary solution. All they had to do was flatten the god damned process. If this OT's getting somatics every time he puts postulates out in the environment, fine, start of session auditing command place some postulates into the environment, thank you. You're getting a somatic. Thank you very much, we're going to continue this process here. Here's the next command, put some more intentions into the environment. Oh, your somatics are getting worse. Ok, we're going to continue this process.

You know, just auditing, routine auditing. Don't have to be a Level 14 auditor to handle that sort of situation. You know, a Level 1 auditor can handle that. Continue the process as long as it's producing change.

This is what startled me. I could hardly believe that somebody of the technical expertise of David Mayo would fall so easily into such a simple trap of not flattening a process and coming along and inventing an unusual solution. So, bit peculiar isn't it. Someone around here's a bit obsessed with the subject of entities. Now the odd thing is that if you were to take a person, a newly fledged OT and he starts putting purposes into the environment and he turns on a somatic, if you were to go on with the process eventually it would turn off. Eventually the somatics would turn off.

Somatics and Effort

He may discover, however, and I've come across this phenomena, he may discover that the cause of his somatics is that in putting the postulates into the environment he's creating effort in his own body and these efforts go into counter-efforts in his own body and the conflict between the effort and the counter-effort in his body is causing a somatic. In other words he himself is generating the somatic in his own body by creating efforts in his own body when he's putting postulates out in the environment.

Maybe he's trying to use his body by trying to get the postulates out into the environment by using body effort. Some people will do this, they are stuck in effort. And they try and project mentally using the effort band and the end point of that is that they're going to get somatics in their body.

All this will come out in the wash if you simply continued on with putting intentions in the environment eventually the preclear could know if he was doing this. He'd eventually know where he was getting these somatics from. "Oh, oh, I'm putting all this effort into my body, that's where the pain is coming from." In other words it has nothing to do with his track it's simply a present time phenomena.

So that phenomena could occur. But anyway that would come out in the wash that was simply just another reason why he's getting the somatics. But the correct procedure would be to apply the process.

So I'm afraid David Mayo's gone down in my estimation. I always had a rather high regard for the chap as a Scientologist but if he fell for that one he definitely needed to do a retread, he did, if he fell for that.

Dissociative Phenomena is Cumulative

Probably the most awful thing about the dissociative phenomena is that it's cumulative. A person has one failure, has their first failure as a child say, and they get a machine that goes out of control. Some bit of their mind goes out of control and they shut that bit off over that way and they finally get that bit all quietened down and the next time they get into this it happens more easily. In other words, failure breeds failure, and the next thing they know they're well into a haunted mind and you will get the dissociative type of personality.

Now I can give you more data on the type of personality that is going to become dissociative. The type of postulates that this person will be operating on. I can even give you that, and that's about as far as I can go on the subject is tell you the dissociative type of personality.

Common Personality Types and Frequency

Do you remember the four basic postulates in my Level 5A? 'To be Known', 'To Not be Known', 'To Know' and 'To Not Know', they're the four basic postulates. They're the ones that I work with at Level 5A. Well now, it should be no surprise to anyone that people tend to fixate into one or the other of these four postulates. And they tend to base their modus operandi in life on one or the other of these postulates. Now the two positive legs of the 'To be Known' goals package are the favourites.

To be Known - Leg 1

The most common is 'To be Known' that is the most common of all the postulates that you will find a person dramatizing in life. The person is a circuit and often starts off quite creative, an extrovert. All this is in my research notes by the way. I've no need to repeat it. You can find it by reading it up there.

To Not be Known - Leg 2

And the least common of all is 'To Not be Known' type of person. Virtually in hiding, they are a hiding type of personality, the retiring type of personality.

To Know - Leg 3

The next most common is the 'To Know' personality. This person tends to be introspective and studious, wanting to learn.

To Not Know - Leg 4

Now, far less common are the negative type of personality. First of all 'To Not Know' that's the next most common one, 'To Not Know', this person is a rejecting type of personality. He simply doesn't want to know.

Auditing Negatives

Now the thing is that when you audit the negatives. When you get a person who's into 'Not Know' or dramatizing 'Not Know', when you take the person who's into 'Not Know' and you audit him he comes up scale and he starts to go over more and more to the 'To be Known' postulate.

In other words the cycle of the person in the 'To be Known' postulate is that his op-term, his opposition terminal is 'To Not Know'. That's the enemy is 'To Not Know' and he takes on the characteristics of the 'To Not Know'.

Now the further he goes down scale the more he goes into the valence of 'To Not Know' so as you audit him and he's into 'Not Know' as you audit him and bring him upscale eventually you'll bring him back up to the 'To be Known' postulate.

So actually the person who's stuck in 'To Not Know' when you audit him he comes up scale and you find he's a 'to be knowner'. That's where he really belongs.

And similarly with a person who's stuck in 'To be Not Known' he's the opposition terminal of the knower of the 'To Know' postulate.

And the knower operating the postulate 'To Know' he will eventually go into 'To Not be Known' so he eventually goes into hiding. And as you audit him he comes out of the hiding and goes back into the 'To Know' postulate.

So really there's only the two, 'To be Known' and 'To Know' they are quite distinctive personality types, quite distinctive. The knower's make good scientists and so forth, studious, tend to be academic, thoughtful, so on. The 'To be Known' is the extrovert, outgoing, active, great sportsman, so on, you know.

I don't need to belabour the point, you see the differences between the two types of personality, right away. But of the two types of personality, the type of personality that is more likely to become dissociative is the 'To be Known' personality simply because the 'To be Known' personality is opposed by rejection.

What Type of Incidents Upset You?

To be Known

Before I go on I better explain this a little bit to you. You can always pick which postulate goes with a person. You've only got to say to the person, "Alright now, what sort of incidents upset you in your life? What type of incidents upset you?"

You say this to the person and he says, "Oh, well things I don't like in my life. I don't like being rejected. I don't like rejection." Yes, he finally decides that sort of thing. "I am really very sensitive to rejection."

Well you don't have to look any further he's a 'To be Known'. He's operating on the 'To be Known' postulate because the opposition terminal to 'To be Known' is 'To Not Know' which is rejection. He gets rejected, see. The 'Not Know' of rejection. So that's his opposition terminal. So you can always tell.

To Know

The person who is dramatizing the 'To Know' postulate his opposition terminal is 'To be Not Known' so you say to him, "Now what sort of incidents in your life have upset you most?" and he thinks about it for a while and you think, "Well he's going to say being rejected."

No, he's not particularly worried about rejection, this type of personality. The thing that upsets him is deprivation. He can't stand being deprived of things. He can't stand being prevented from knowing things. You see his opposition terminal is preventing him from knowing things. He's being prevented from knowing. It's the thing that gets him.

He doesn't like secrets. His opposition terminal is a secreted person, you see there. His opposition is hiding things all the time and depriving him of things. He hates being deprived of things. So he says. "Well, the worst thing in my life is being deprived of things and being prevented from knowing things." They are the things he detests most, you see. So he tells you that and you know where he is, he's a knower.

To Not Know

Now the person who is stuck in 'To Not Know' you say to him, "What sort of incidents in your life upset you most and he says, "Tell you that right away. I can't stand people inflicting things on me. I just hate infliction. Infliction's a terrible thing." he'll say.

This persons stuck in 'Not Know' his op-term is the 'be Known' and the ‘be Known’ is an inflictor. From the characteristics of the 'be Known', 'Must be Known' personality. The 'be Known' goes round inflicting things on people and the not-knower he can't stand that. He can't stand having things inflicted on him. So that's the incidents he doesn't like. He doesn't like anything inflicted on him.

To be Not Known

And your 'be Not Known' personality, you say to him, "Well now what sort of incidents upset you most in your life?" and he thinks about it and says, "Well the worst things that happen in my life are being forced to reveal things. Is to be found out." and they are the worst things that could happen to him.

You see he's a secreted type of personality and he's opposed to the knower. He can't stand people, who want to know things. He can't stand their curiosity, their inquisitiveness and all the worst upsets he's had in his life were of being forced to reveal things. So his upset is revelation. He's upset by revelation, being forced to reveal things, being forced 'To be Known' that's his upset.

Summary of the Four

So there's your four you see. So you can tell which postulate of the four the person is dramatizing by asking what sort of incidents upset them most, and it's quite distinctive. There's no doubt, you won't get any cross types. People do fall into one of those types or another, there's no doubt about it.

You won't find a person to say, "Oh, well I don't like rejection, I don't like being rejected and I don't like being deprived of things." Oh, no you won't get that. You won't get that much crossed up. It's quite distinctive, you know, the person who doesn't like being rejected, he doesn't mind being deprived of things. He doesn't care for it particularly but it's no great deal with him. And the person who doesn't like being deprived of things, although he doesn't like being rejected, it doesn't really bother him, not really, you know. It's not his game, you see. You see how that would be? So it's quite distinctive.

Dissociative Personality Type

Now the reason why the dissociative personality is more likely to be a knowner is, because he's out going, he puts up these postulates, these fixed solutions, you see. And then one day he tries to change the fixed solution and he can't and immediately he feels that he's being got at. That his own machinery is rejecting his orders, his commands. And he gets really very upset about this and this is why I think it's the basis, I can't prove this, but I think this is why some personalities are dissociative and some aren't.

I think it depends upon this basic postulate they are operating on and I'm sure it's the 'be Known' personality who is the sucker for dissociation. The 'Know' personality is quite immune to it. He's quite immune to dissociation.

I'm basically or I used to be, the postulates are so feint with me now, but I used to be, before I did my own Level 5A, I used to be a knower and that used to be my favourite postulate, you see. But it's certainly my case that I'm not a dissociative personality; I never have been even when I was a

knower. I was dramatizing that postulate quite heavily as a young man. I was not a dissociative personality, never have been in this lifetime.

But there's plenty of evidence to back up what I'm saying although I can't prove it without doing lots more research on lots of other people which I probably will never get the chance to do at this stage. But I would lay a bet on it that the dissociative personality is fundamentally operating on the 'To be Known' postulate and I know for a fact that the paranoiac personality is always operating on the 'To be Known' it's the only postulate he operates on.

Now that's not to say that every person operating on that postulate is paranoiac. No, no, but if you find a person who's got paranoiac tendencies this person is basically a 'To be Known' personality.

Hubbard was basically a 'To be Known' personality and he was markedly paranoiac. And I've known quite a number of paranoiac people in my lifetime and every one of them showed all the characteristics of the 'To be Known' personality. There all extroverts, all outgoing, all outgoing in their natures and so on. They showed all the manifestations of the 'To be Known' personality.

So there's quite a lot of correlation there between those basic four postulates and life, Greg, they're not just something I dreamed up, and they just sit there in my research. They're real living things that sit in real living people in the environment and the more you work with them the more you come to realise that they are just what I say they are the four basic postulates.

They don't come any more basic than those four. And the person gets those straightened out at Level 5A. And as he works with those, gets those out of the way it kicks great big holes in their bank, great big holes, great big chunks get kicked out of their bank. Blimey old buddy, I see that I'm getting towards the end of this tape and I'm going to close off now. It's getting towards 9 o'clock, half past 9, it's 9:15. Getting a bit tired, I may have a bit more space on this tape. I might fill it. I may not before I send it off to you. Anyway I'll bid you good night for the moment. Ta ta for now.

Addendum - Addressing Entities

This is an addendum to the tape made some time later and in listening to the tape I realised that I forgot to mention another application for TROM, the resolution of the subject of entities from the mind.

Generally speaking it's not advisable to address the subject of entities in the mind unless they interfere with therapy. So unless they interfere you wouldn't get involved with this subject. One would simply proceed on through the levels but if entities did interfere with the running of TROM they can be addressed right from Level 2. There's nothing at all to prevent a person from putting up an entity and finding some differences and similarities between an entity and a present time physical universe object. In other words simply treat it as a part of the mind. The entity is a part of the psyche and can be treated as such and if it shows up in therapy it should be treated as such.

So if the entity interferes with therapy at Level 2 then it should be addressed at Level 2 and the entity or entities should be put up and differences and similarities found between the entity and present time physical universe objects.

Similarly at Level 3, if entities interfere at Level 3 they can be timebroken against present time physical universe objects. For the vast majority of people the whole phenomena will be gone by the time the person gets to the top of Level 3. But never the less, if the phenomena does persist, it will, of course, as I mentioned on the lecture, the Level 5A will hit at it.

It will fall apart at Level 5A and if it doesn't fall apart at Level 5A, Oh my God it should have gone by then, you can always, if there's any residual phenomena hanging around you can simply make the junior universe of the entity the subject matter of the 'To Know' goal package at Level 5C, and that, so help me, will be the end of it. That will be the end of it. So the subject of entities, to recapitulate, can be addressed at Levels 2, Level 3 and Level 5A will get at it, get at the subject, as I mentioned on the main lecture and also it can be addressed specifically and finally at Level 5C.

So there's the little addendum I wanted to make on the subject of entities. But just to repeat again so you've got the message. You do not address entities unless they interfere with therapy. You just continue on with the therapy unless they interfere. But if they do interfere in the running of TROM then you address them in the way that I've suggested it at these various levels. Thanks very much.

End of Tape

After Level 5 : Tape 1 – Level 2 After Level 5, Part A

21st March, 1993

[Note: This lecture is given as 1993, however Dennis does not mention Bondings prior to working on them in the January of 1994, he also clearly states in his next lecture that he has no Level 6 (Ref: The Exclusion Postulate – April 1993) and also in January of 1994 he states the same (Refs: 'The Creation of' and also 'The Development of' TROM). The content of this lecture is also aligned with everything Dennis was expressing in February 1994, notice the direct correlations between this lecture and 'Level 5C : Tape 8 Bonding (Relationships)'.

However, it may be that in 'The Exclusion Postulate' Dennis does also refer to Identification A=A and hints of the Null-Class phenomena from this lecture. So the reference to a Level 6 in this lecture may simply be a faux pas, in which he attempts over the next few months to clear up and state is incorrect and doesn't exist. Then in February 1994, he revises this whole lecture in a new way.]

Hello Greg, 21st of March 1993 and I want to give you a rundown now of my Level 6. And the subject matter of Level 6 is a Bonding. Bonding B-o-n-d-i-n-g. During the last few weeks I have made a number of breakthroughs that have allowed me to complete this level, this material and all of my notes are now finalised.

I am now in a position to complete the material and theory and practical. I've had the theory of it for some time it was the practical that was holding me up. I wouldn't release the theory until I had the practical. Among the things a person will find as they work through Levels 1 to 5 in my tech is that the subject of relationships will become more and more prominent in their mind. And as they get toward the end of Level 5 they should start becoming intensely curious about this subject of relationships, and what is a relationship, and so on.

The reason for this intense curiosity is that as Level 5 is completed and the other levels are complete, of course. That none of these Levels 1, 2, 3, 4 or 5 touch directly on the subject of relationships. They all address it to some degree, and they all de-intensify relationships in the mind to some degree, but there is not one of the levels which addresses directly the subject of relationships and the correct time to do this is at Level 6. Because then the person is curious about them and they're ready for it.

I wouldn't advise a person to attempt Level 6 before they've done the Levels 1 to 5. First of all it would be very unreal to them and second they could find the practical very heavy going.

Relationships

A strange thing in our society is that not much is known about this subject of relationship. You ask the average person what is a relationship and they scratch their head and say well it's a relationship. These days you say a relationship and most people think its something vaguely sexual. You know, that he's having a relationship "Oh it's something sexual about it." I suppose it gets that way because they can't figure what else it might be. So it must be something sexual.

So first off we must look at this subject of relationship and see if we can throw some clarity on it and find out what a relationship is. Now essentially a relationship is always something between two things. A thing can't have a relationship with itself. So a relationship is essentially a connection or bonding between two things, entities or classes. That's a pretty good definition of a relationship. It's essentially a connection or bond between two things, entities or classes.

An example of a relationship will be the relationship between a girl, and a person who wears a dress. Now clearly the class of girls and the class of people who wear dresses are related, they have a relationship, they are related in our society.

Connectivity

On the other hand the class of Beethoven's Symphonies and the class of Eskimo's breakfasts aren't related in our society. These things have no relationship. The determining factor is the subject of connectivity. The subject of connection. A connection exists between girls and people who wear dresses but there is no apparent connection between Beethoven's symphonies and Eskimo's breakfasts.

Definitions

Now before we go any further it's necessary to give a few definitions. Otherwise we are going to get bogged down. We are going to get misinterpretations. So I'd better start defining. I've already used the word class in this lecture so I better define a class.

Class

Here is what we mean by a class. Now a class is a group whose members all possess the same quality or qualities. I'll give it again: A class is a group whose members all possess the same quality or qualities.

Example: Men are a class, you consider men as a class because they all posses the same quality or qualities. Black beings are a class. A class of black beings all possess the quality of blackness and the quality of beings so they are black beings, so that's a class. There's a class of black beings and a class of men, so they are examples of classes, so that's what this mysterious word "class" means.

These definitions I am giving you are pretty well standard definitions in the field of logic, so they are scientific definitions in the science of logic. I am sure if you were to refer to a logical text book you'd find much more hairy definitions than I am giving you but they boil down to what I'm giving you. These are probably much more precise than the textbook definitions would be. And these are good enough for us.

Common Class

Next, we have the definition of a common class. Now a common class is a class whose members all possess the qualities of two classes. Give it to you again. A common class is a class whose members all possess the qualities of two classes.

An example of a common class would be black men. Each of the members of the class of black men would possess the qualities of black beings and of men. So they would be the common class of black beings and of men. So they become the class of black men, you follow. It's quite straight forward.

Now before I proceed any further, and get into this. You're probably thinking I am about to give a talk on the subject of Logic. Well, no I am not, as a matter of fact. This whole subject of classes and its logical and algebraic aspects and so forth is covered in the subject of Boolean algebra if you really want to dive in the deep end and study up on this subject of classes and algebra and mathematics of how to deal with classes in logic.

The whole area was discovered and worked by the great English mathematician George Boole about 1850. And he came up with this algebra which is a very simple algebra. And it's the algebra

of classes. And that's the algebra you need to look at if you want to become an expert on the subject of classes and how to manipulate them mathematically. But no one needs for god's sake to study Boolean algebra, it's quite unnecessary.

The material I am giving you here is quite sufficient for our purposes. I'm giving you all the definitions and all the material that's necessary for our purposes. You don't have to go dashing off to the library and digging up books on Boolean algebra unless of course you want to.

Null Class

Ok so much for that. Now I've given you the definition for a common class. Now the next thing the next definition we have is a null class. That's spelled N-U-L-L, null. Null comes from the Latin *nullus* meaning not any, Null Class.

Now a null class is a class having no members. An empty class. Give it to you again; a null class is a class having no members, an empty class. E.g. green cats, green cats, they're a null class. There aren't any green cats, as far as I know. I've never come across one. And I've never heard of anyone coming across a green cat. Cats don't come out in that colour, so green cats are an empty class.

Cats are a class with members in. The class of cats is a well defined class, with the creature cats, and green objects and green entities they're a class in the universe. Both those classes exist. The class of green objects exists. Green things exist. They are a class and the class of cats exists. But the common class of green cats does not exist. It's an empty class. So that's what we mean when we say a null class.

The null class is a class having no members. It's an empty class. And the moral here is there is no way you can combine these classes together and have common classes. You must always bear in mind some of these permutations and combinations of classes might be null in the real universe.

You might be able to utilise them in a logical system in imaginary universes but in the real universe they're null classes.

Bonding Postulates

So I've defined a class and a null class and a common class. And defined what a relationship is, so we've got enough to work on here. How do things get bonded or connected to each other in the universe? How do they do it in the mind? Most specifically in the mind, how do things get connected or bonded to each other in the mind?

Well it's done by postulates, of course. They are a particular type of postulate. They are a bonding type of postulate. They're a particular class of postulate called a bonding postulate.

Now that is a very important datum. You'll find that a large part of childhood, when the child learns, and discovers things about the universe around him, he's discovering these relationships that exist between things around him. And he discovers these relationships by making these little postulates, and putting these little things together. He sees this is connected to that, and he makes these postulates.

These postulates are made by human beings. They are very real things. They are made by children. They are made by adults too. All through a persons' life they're making these postulates. We're doing it so unconsciously. We do it automatically. We make these bonding postulates.

This is one of the reasons you have to get up to Level 6 before this material starts to make much sense to a person. Below Level 6 the whole area is so confused a person can't really sort it out easily. It's only when they get up to Level 6 and they've taken the charge off of compulsive games play, and their mind is quietened down, that they can really start to look at this material and see just what a relationship is and analyse it. So never miss it. That's a 5 star datum that is. That things are bonded, connected one to the one another by postulates. That's absolutely fundamental. If you don't grasp that, you'll never get Level 6. You'll never get the flavour of what we're doing at Level 6, the subject of the postulates. These postulates are real. When the person has completed Level 5 the bonding postulates themselves start to show up. They start to get real to the person, where before they were unreal. That's why they need address at Level 6, this subject of relationships and bonding postulates.

Well now when you look over all these bonding postulates in the mind. There is something happening that is very fortunate in this area. There is a basic bonding postulate and the basic bonding postulate is the same in the human mind as it is in the field of logic. Now, this is marvellous.

There is a basic bonding postulate that the mathematical logicians discovered. They were mainly using George Boole's algebra, and they come across it and they realised that there is a basic bonding postulate. You can actually prove this by Boolean algebra, and it's just fortuitous that in the human mind, in this psyche, this basic bonding postulate is exactly the same in the mind as it is in the algebra.

All this means is that the algebra represents the mind. It's an accurate representation of what is going on in the mind and of what is going on in the universe. There is nothing magical about the algebra, it's simply that the algebra just happens to be an accurate representation of what's going on. That's all.

If A then B

Now what is this basic bonding, this basic connecting postulate between one thing and another thing in the algebra and in the mind?

Well the postulate in its most basic form, in its most concise form is the postulate: 'if A then B'. Give it to you again 'if A then B'. Now what does that mean, 'if A then B'. Well first of all it's a conditional postulate. It's conditional in that it doesn't imply that A exists and it doesn't imply that B exists. It simply says that if A exists then B exists.

That's what the postulate means. If A exists then B exists and the postulate is 'if A then B'. Another way to look at the postulate is to say, every time we see A we also see B. That's another meaning of 'if A then B' postulate.

Now the postulate may show up in the form of ‘all A’s are B's’. Now the postulate ‘all A's are B's’ isn't quite the same as ‘if A then B’. You see. The postulate ‘all A's are B's’ does imply that A's exist.

Then because A's exist then B's exist by reason of the postulate ‘all A's are B's’ You see that?

There's an implication there when you say that "all A's are B's" you are implying A's exist. When you say "if A then B" you are making no such implication you are not saying that A exists you are saying if it exists. If A exists then B exists, ‘if A then B’ is the purest expression of the postulate and that is the basic bonding postulate in the subject of logic and it's the basic bonding postulate in the human mind. Now what do I mean by that precisely?

I mean that in the field of logic any logical relationship no matter how complex can be broken down into a series of 'if A then B' relationships. And similarly in the human mind, no matter how complex the relationship is between two things in the human mind it can be broken down into a series of 'if A then B' relationships, 'if A then B' postulates.

So it's very important to understand this basic bonding postulate, because if you know the basic one you can always take the more complicated ones apart. You don't have to know any others. You only have to know the basic one. Once you got the basic one 'if A then B' you can take all the relationships in the mind apart, just like you can take any relationship in logic apart by the use of 'if A then B' postulate.

I better give you a brief example of what I mean here. A person might say, "The situation is such that it's either A applies or B applies, or either A exists or B exists." How on earth can you turn that into an 'if A then B' postulate? Well very simply, if the situation is one where either A exists or B exists then the 'if A then B' type postulate is 'if Not A then B', and if you examine that situation, that either A exists or B exists or both exist means exactly the same as saying if A doesn't exist then B exists.

Now if you think about it, work through it you will see that those two propositions do mean exactly the same thing. They certainly mean the same thing in standard logic. And they certainly mean the same thing in the human mind.

Ok, so the 'if A then B' type postulate is the basic building block of the subject of relationships from which you can build up any relationship in the mind, any relationship in logic using that basic building block. It's not immediately apparent, it's easily provable in logic.

What is the Immediate Effect of an 'if A then B' Postulate

What is the immediate effect of an 'if A then B' postulate? Now we should know this, we should know this very clearly. What is the immediate effect of making an 'if A then B' postulate? What effect does it have on the classes? I mean making this postulate is causative action, you're causing something to happen when you make an 'if A then B' postulate.

But what are you causing to happen? It has the effect of making the common class of both A and Not-B into a null class. I'll give you that again. The effect of making an 'if A then B' postulate is to make the common class of both A and Not-B into a null class.

I'll give an example of that: If all crows are birds, then the common class of crows and non-birds is empty. You see that. That's a situation where 'if crows then birds' maintains, 'all crows are birds' maintains, then this common class of crows which are non-birds is a null class it's an empty class. And it's true in this universe that all crows are birds, and it's equally true in this universe that this class of crows which are non-birds is a null class. There aren't any. It's an empty class. You can ransack this whole universe and you will never find anything in the class that's both a crow and a non-bird. There aren't any because all crows are birds you see.

So the effect of the 'if A then B' postulate is to make the class of A and Not-B into a null class. That is its effect. And what's more that is it's only effect. The making of the if A then B postulate has no other effect than rendering the common class of both A and Not-B into a null class, that is its only effect. That is its effect and that is its only effect.

As a scientist would say, "Making an 'if A then B' postulate is a necessary and sufficient condition for rendering the common class of both A and Not-B into a null class." That is the way a logician might express it.

Single Bonding Postulate

Now the 'if A then B' postulate is called a single bonding postulate or a single bind. B-I-N-D, bind because it bonds A to B. Every time we see A we see B. It's the single bonding. We call that a single bonding or a single bind. Now let me see if I can give an analogy of the 'if A then B' postulate something that will stick in people's minds so they will grasp it.

Tandem Bicycle

Let us imagine that we live in a town and there's a couple of men who ride on a tandem bicycle. There's B rides at the front of the bicycle, he always rides at the front. And there's A, he always

rides at the back of the tandem bicycle. And we go out and we walk around the town and we see A and B go past on their tandem bicycle.

Whenever we see them go past, B's always at the front doing the steering and A's always at the back. Now sometimes when we go out and walk around the town we see B going around on the tandem bicycle by himself and the back end of the tandem is empty. There is no A there. But we see B going around the town by himself on the tandem bicycle.

Now the one thing we can never see is A driving this tandem bicycle, because to do so he would be driving it from the back seat. And you can't ride a tandem bicycle from the back seat. And as A only occupies the back seat we never see A alone on the tandem. So the situation is that we either see both A and B with B at the front and A behind him, both upon the tandem going round the town, or we see B going round without A, or we don't see either of them. We never see A going around alone. Now that gives you an analogy of the effect of the 'if A then B' postulate.

The 'if A then B' postulate simply guarantees that every time we see A we see B, but we might see B by itself without seeing A. See that? Might see B by itself. It tells us nothing about that. The postulate puts no constraints on B at all. All the constraints it puts is on A.

It bonds A to B, it says that if A exists then B exists. If we see A we see B. It doesn't tell us anything about B. We might see B and not see A. We might not see B and not see A. One thing we can't see is A by himself without B. Cause the postulate says so. The postulate says ‘if A then B’, see that? So we never see A without B, does that help? That gives you an analogy of the 'if A then B' postulate.

Remember it in terms of the men on the tandem bicycle and I think you will get it. Well there is one other deduction to make on the subject of tandem bicycle and that is if we don't see B we don't see A. That's the final deduction. It is a valid deduction when you say, "If we don't see B on the tandem then we certainly won't see A. B's got to be there, in other words before we see A.

Causation

Next it's necessary for us to nip in the bud any ideas a person may have that the 'if A then B' postulate implies any causation between A and B, it does not imply that there is any causation between A and B or between B and A. It is simply a relationship. It is not, does not imply a causation.

The only causation involved in this 'if A then B' is when the person makes the postulate. That is a causative action. And that is the only causation involved. There is no other. It doesn't imply that A is causing B or that B is causing A or any other combination of causations in the situation. It is absolutely vital to understand that.

Making the postulate is a causative action, but the postulate itself is simply a relationship postulate. It's a pure relationship postulate. So it's necessary to get that thoroughly that a 'if A

then B' postulate, does not imply that A is the cause of B or B is the cause of A. It is not a causative postulate. It doesn't imply any causation between A and B.

Sets

Ok, we're getting along fine here. And there is one more definition we need at this point. It's a good time to introduce it. And this is the definition of what is called a set, S-E-T, a set. Now a set is a group of classes whose sum constitutes a universe. Give it to you again. A set is a group of classes whose sum constitutes a universe. Now an example of a set would be the class of men plus the class of non-men.

Now whichever way you chop up the physical universe in which you live, whichever way you look at it. You're going to be forced to conclude that you can divide this universe up into the class of men and the class of non-men. Now in other words everything in the universe is either a man or it's a non-man. Similarly you can divide this universe up into women and non-women. And you can divide this universe up into coal heavers and non-coal heavers. And so on Ad infinitum or near infinitum. Do you follow me? That is a set.

The set is a group of classes whose sum constitutes the universe. And the basic set is a class plus its negative. i.e. men and non-men, that is the basic set. Ok, So much for sets. It's quite a simple concept to grasp.

Bonding and Freedom

Now we get into this very important subject of bonding and the relationship between bonding and freedom. We already know from our theory that all freedom lies within the class of freedom of choice. But there is a definite relationship, within the universe or within life, in the mind between the subject of bonding and freedom. And what is that relationship?

Well the relationship is that any bonding is a limitation of freedom of choice. Give that again. Any bonding is a limitation of freedom of choice. Now let me give you an example of that. The full freedom of choice in the AB set. That's the set of the class of A and the class of B. Now the full freedom in that set would be:

- The common class of both A and B, plus
- The common class of A and Not-B, plus
- The common class of Not-A and B, plus
- The common class of Not-A and Not-B

Thus these four classes together constitute the AB set. You see. Everything in the universe would have to be in that set. Now no matter what we specify A and B as, we could specify A as a king and B as a coal heaver, if no other postulates were made then we would have specified that every object in the universe would be in one or other of those classes simply because of the definition of the set.

You see, I've defined the set as a class plus its negative constitute the whole universe. So, I give it to you again. The full set there. The full freedom in the AB set is the class of both A and B, plus both A and Not-B, plus Not-A and B, plus Not-A and Not-B. That's the full freedom of choice.

Now the imposition of the postulate of 'if A then B' reduces the class of both A and Not-B to zero. In other words it turns the class of both A and Not-B into a null class and so reduces the AB set down to both A and B, plus both Not-A and B, plus both Not-A and Not-B. There are only three classes.

We've dropped the class A and Not-B, because that is now a null class, It's an empty class. So the freedom has been reduced. We've lost something. We've lost the class, you see. So the freedom of choice one had as a being occupying classes where one had the full freedom to occupy any one of four classes.

One can only occupy three classes because the fourth class has been reduced to a zero class, an empty class. "You can't be in that class, mate. Cause there isn't anything in there." Why isn't anything in there? Because you postulated that it's empty when you postulated if A then B, that reduces the common class of A and Not-B to a null class. Get it?

So that's the relationship between bonding and freedom. Every time you make an 'if A then B' postulate you've reduced your freedom. And every time you get someone else to subscribe to an 'if A then B' postulate you've got them to reduce their freedom. Tricky isn't it? It's a sneaky one, isn't it? No one would suspect this until they examine it, that here is how you can lose your freedom.

You know, how to lose your freedom without being carted off to the local constabulary and getting locked up in a cell. You know you can lose all the freedom there is in this universe if you make enough 'if A then B' postulates. And you'll make these postulates absolutely injudiciously. You see that? You can trap yourself thoroughly, and work yourself into a hole, and be just as trapped as any prisoner in his cell if you injudiciously make 'if A then B' postulates. And you would have done it all yourself. You don't need any help from anyone else. You can do it all yourself.

That's the message of Level 6. That's the message of Level 6 and the subject of bonding. On how freedom can be lost by making relationship postulates. Or how to dig yourself into a hole without really trying.

Necessity and Sufficiency

Now there is just one little bit more on the subject I'd like to mention of this clinical address on this subject of 'if A then B'. It's this subject of necessity and sufficiency. It's really a little bit of a side issue. But I really did ought to mention it.

The 'if A then B' postulate can come about in two ways in games play in the universe. There's two ways it can come about. The first of these is the subject of sufficiency. One can consider that A is a sufficient condition for B. The existence of A is a sufficient condition for B.

Now let me give you an example of that: That a person who wears a dress is a sufficient condition for a girl in our society. It might not apply in the whole universe but it certainly applies in our society that a person who wears a dress is a sufficient condition for being a girl.

Now the subject of sufficiency doesn't cover the whole of the 'if A then B' postulate. There is another possibility that the 'if A then B' postulate maintains, when B is a necessary condition for A. If the existence of B is a necessary condition for A, then the 'if A then B' postulate is appropriate and will maintain.

A great example of that is: 'if rainfall then clouds'. It's absolutely necessary to have clouds in order for it to rain. You see? Now it's not a sufficient condition if you have rainfall to have clouds. Rainfall is not a sufficient condition for clouds. But clouds are a necessary condition for rainfall. See that? So that's an example of an 'if A then B' postulate where B 'clouds' is a necessary condition for 'rainfall' A.

Now the example of the girl and the dress, wearing a dress is a sufficient condition for being a girl. But nobody would say that being a girl is a necessary condition for wearing a dress. Follow? So that is an example. The dress and the girl is an example of a sufficiency. But it's not an example of necessity. See that?

Now these concepts of sufficiency and necessity are very germane to this subject of the 'if A then B' postulate. The 'if A then B' postulate only shows itself in those two forms. In point of fact, the subject of sufficiency in science and logic is bound up with the 'if A then B' postulate. And the subject of necessity in science and logic is bound up with the 'if A then B' postulate. You simply cannot separate those two subjects. You can separate them from each other but you can't separate them from the 'if A then B' postulate. They are completely determined by the 'if A then B' postulate.

Sufficiency and necessity I mention it so that when you see examples in the universe of an 'if A then B' postulate that sometimes it pops up as A being sufficient for B and sometimes it pops up for B being necessary for A. Well we expect it can be either way around, it can be either way around. Either A is sufficient for B or B is necessary for A. Either is the result of the 'if A then B' postulate. In other words, we made the 'if A then B' postulate under both those circumstances. You either consider A to be a sufficient condition for B. So ok then 'if A then B', That's true, A is a sufficient condition for B. That is the 'if A then B' postulate. Or we look at the situation and say well B is absolutely vital to A. Ok, it's 'if A then B' postulate. See that?

Now which comes first the sufficiency or the necessity or the postulate? Well the postulate comes first. The 'if A then B' postulate creates the sufficiency or creates the necessity. But it depends on

the circumstances, which way round, applies. You see? The postulate comes first I can assure you. The postulate is the senior thing. Without the postulate, without the 'if A then B' postulate there can be no such thing as the subject of necessity and no such thing as the subject of sufficiency.

Establishment

Before I go I'll press on to slightly more advanced aspects of this I'd like to talk about the subject of establishment. Establishment. It's a very important subject in human relationships particularly in childhood. Now the datum here is that we establish things in life and games play, we establish the thing by bonding it to something that is already established.

It happens all the time in games play. You know, we see a person acting as an agent for a more established organization. And he finds that he can operate better by becoming an agent for the established business than he can by trying to set up as himself in that line of business. So there he is. He's established himself by bonding himself to this other entity which is established. So establishment is achieved by bonding yourself to something which already exists with an 'if A then B' postulate.

In other words, you can establish A by bonding it to B providing B's exist. The subject of establishment is also the subject you find in name dropping. The game of name dropping some people play, you know, you talk to them, and they keep dropping famous names in the conversation.

You're talking to them and they suddenly say, "Oh, yes the other afternoon I was having a cup of tea with Paul Keating so on, so on, so on." So you see it's another famous name. Name dropping. You see. The idea is that they are trying to establish their own identity by bonding themselves to established identities in the society. You see. It's a game.

It's an application of the 'if A then B' postulate. But children are the great ones at this. They're the absolute masters of this one. Children do it you see because it's very difficult for a child to establish any great form of identity without bonding themselves to something which is already established. They do it all the time.

For example a young boy sees his father wearing a cap and he wants to be like his father. He wants to be a man. You see. Well it's not easy for him to be a man when he is small and so forth. So he thinks, if I wear a cap I'll be a man. You see. So now he establishes himself as an identity, as a male by wearing a cap like his dad does. You see. Little boys do it all the time. Girl children do it with their mothers and their clothes all the time. You know, Mum buys a certain set of clothes and daughter wants something similar. Cause she wants to use these clothes to establish her femininity. You see. It's establishment. Goes on all the time in games play, it's an aspect of the 'if A then B' postulate. So don't think we are dealing with something wishy-washy here. We're looking at something that is very fundamental.

Childhood

You'll find that most of the croppers a person falls into on this subject of 'if A then B' postulate of injudicious bonding in their lifetime happens in childhood. They make some absolutely weird bondings, children do, which just never get corrected. They just carry on with this idea.

You see the trouble with the bonding is having made an 'if A then B' postulate that one gets trapped within one's own postulate. It's not easy to walk back out of the postulate again. One tends to justify the postulate. One tends to interpret the universe. The child tends to interpret the universe in terms of his postulates. It's only when his postulate is obviously at variance with the universe that he will attempt to change it. Even then sometimes he can't change his postulate.

If he's had a lot of trauma on this postulate he gets stuck with it. If the postulate is very necessary to him or vital to him he still can't change the postulate and so the tendency is for all of us to have made some pretty weird and wonderful 'if A then B' bondings in childhood.

Bonding Breaking

I mean, when you are working with the Level 5 materials you will come up with some weird stuff about your own childhood. Some of the postulates you made will make your hair stand on end. And when you examine Level 6 you will see that these are relationship postulates. They're 'if A then B' postulates, they don't apply today. They're absolutely weird and wonderful and you've been stuck with them for years and years. And they don't mean a thing.

They were applicable in those times when you were a child. They meant something then, but they don't mean anything today. They're best broken, which is the practical side of Level 6. It's to break these bondings and you'll find the technique to break the bondings. The subject of bond breaking.

But anyway, the subject of establishment is the major route into the 'if A then B' postulates made by children. The postulates hang around into adulthood, but most of the damage is done before a person becomes an adult. The damage is done in childhood. The person does it all by themselves. By their injudicious use of the 'if A then B' postulate largely in an endeavour to establish their identity.

To establish their masculinity when they're a boy, or to establish their femininity when they're a girl. Establish their gender and so forth, or just to establish their identity. They make these weird and wonderful bondings to establish themselves and they're most peculiar. They are weird. You will laugh at them when you come across them. Or you will cry first then you'll laugh when you've blown them.

Single Bonding Summary

That pretty much wraps up the subject of the single bind and single bonding in the mind. Now how abberative is single bonding? Well it can be pretty darned abberative. It's rarely fatal. It will rarely lead to psychosis. But it can be very upsetting. It can ruin a person's life, single bonding can.

The thing about the single bonding is that once you spot the single bonding and there are no other postulates involved. Note that rider! You spot the single bonding and there are no other postulates involved in the area you can usually blow it. You can usually blow the postulate and re-evaluate it by inspection.

So that's the good thing about the single bonding. The bad thing about the single bonding is that once you become more and more enmeshed in compulsive games play the whole subject of postulates and particularly the relationship postulates, the bonding postulate, become completely unreal. They go completely on automatic and you just become the complete effect of them.

They don't begin to show up until you've completed the first 5 Levels of the tech, then they start to show up, with a vengeance. So much for the single bonding.

Double Bonding

Now I'll take up the subject of what is called the double bonding or the double bind in the mind. Now I am grateful to the originators of this subject. The term single binding is my own. I don't know of anyone else who has used that term, but for the term "double bind" I am grateful to the anthropologist Gregory Bateson who first used this term some many years ago now in a work which I've never been able to track down anywhere but he used the term double bind roughly in the same sense that I intend to use it. I can't say any more because I've never read his work. I've only read references to it.

The double bind is also known in common usage as the "Catch 22". Now the term "Catch 22" comes from the novel of that same name by the American author Joseph Heller who wrote the novel in the mid 1960's. A very good novel, a very amusing novel, one of the best novels that came out of that period, Catch 22 by Joseph Heller. That's how we get the word Catch 22 in the language.

So, straight away, what is a double bind? Well simply a double bind is a single bind plus its reverse. In other words, it's not only an 'if A then B' postulate. It has the additional postulate of 'if B then A'. So we can define a double bind as an 'if A then B' postulate plus an 'if B then A' postulate.

Well when we make a double bind we're not only saying that every time we see A we see B but we are also saying that every time we see B we see A. Logically the effect of the two postulates is to make A equivalent to B in the mind. That is the effect.

Now what do I mean by that? Well if the 'if A then B' postulate applies and the 'if B then A' postulate applies then A has an equal value or an equal weight in the psyche to B. They become virtually identical to each other, (A=B) The logicians as a rule are very coy about this use of an equal sign in this context. They usually prefer the word equivalent and they're no doubt right because obviously the truth of the matter is that no two things in this universe are really identical simply because they occupy different positions in space, so they are not really identical but they can certainly become equivalent in the psyche.

They can become to all intents and purposes identical in the psyche as far as the subject is concerned. The effect of the 'if A then B' double bind is to not only reduce the common class of A and Not-B to zero but it also reduces the class of B and Not-A to zero.

This now reduces the AB set down to the both A and B class and the both Not-A and Not-B class. So there is an enormous reduction of the set. Now unlike the single bonding the 'if A then B' postulate, which can be upsetting, embarrassing, and so on, the double bind can be deadly.

When I first wrote up my notes on the subject of the double bind I called it the double lock on the mind and that is no exaggeration of the power of the double bind. Once a person has postulated a

double bind, without therapy, without an understanding of what's going on their chances of ever getting out of that double bind are just about zilch, are just about zilch.

It is truly a double lock on the mind. That is to say if you really want to reduce your opponent to impotency in games play set it up so that he postulates himself into a double bind. If you can achieve this then he is gone. He's finished. He has now dug himself a hole and buried himself in it completely. He's gone.

Ron Hubbard in his early researches of Dianetics and Scientology was always talking about the A=A=A mechanism of the reactive mind. Well Ron was no logician, for all his great attributes he knew very little about logic but he did know there was an identification factor here in the reactive bank.

Well this identification factor in the reactive mind is the double bind. And the double bind is the A=A mechanism in Dianetics and Scientology. That is the phenomena Ron was talking about when he talked about A=A in the reactive mind. He was talking about the double bind. But he didn't know sufficient logic and he hadn't analysed it out completely.

I've now got the data out. This is what we're talking about now. When we're talking about the double bind, is the A=A of the reactive bank itself.

I'll give an example of the double bind and perhaps you'll understand the power of the mechanism:

A young man has just left school so he goes and applies for a job. And he's told he can't be given a job because he is inexperienced. So he then asks the interviewer, "Well, how can I gain experience?" and the interviewer says "Well, the only way to get experience, of course, is to get a job, which we can't give you because your inexperienced."

Now unless the young man happens to be rather skilled in logic and mathematics, and so forth, and is particularly clear thinking. All that is likely to happen is he's going to feel a little bit flattened. And he'll walk away and think that there is something odd about what he's been told. But he probably won't spot it as a double bind. He will just feel absolutely flattened, and rejected and so forth, but he won't know what is going on.

But let's examine the postulate structure here. The interviewer has told him that in order to be employable he has to be experienced. And he's also told him in order to be experienced he has to be employable. The postulates in the set are: if employable then experienced and if experienced then employable. Now this reduces the AB set where A is employable and B is experienced. Reduces the set down to both employable and experienced or neither employable nor experienced. The other two classes employable and not experienced and the other class of experienced and not employable are empty classes, are null classes. They are made empty of course by the postulates.

So the set is reduced down to just the two classes which I named. Now the unfortunate applicant is stuck in the class of being neither employable nor experienced. And he wants to get over to the class of being both employable and experienced. And there is no way he can do it. There's simply no way he can get across from the class he's in to the class he wants to get into.

You think about it for a while and you will see that is the case. He can't go from inexperienced to experienced because he is also unemployable and he can't go non-employable to employable because he is inexperienced [chuckle] the postulates have trapped him with a double lock. He's locked out there by a double locking device. The only way he can get out of the class he's in, being both inexperienced and non-employable and get into the class of being both experienced and employable is to leap out from one class into the other class which he can't do. He simply can't do it. There is no way.

So he is trapped. You've trapped him. He is trapped in the double bind. He is in a double bind or a Catch 22. It's a Catch 22 situation. He just goes round and round it like a rat in a maze. How do I get employed? How do I get a job when I need experience? That's right, how do I get experience, well I have to get a job. Well, how do I get a job? Well the only way to get a job is to get some experience. But I can't get experience because I haven't got a job. Well, I can't get a job till I get some experience. He just goes round and round like a rat in a maze. There is no way he can get across from one postulate to the other.

You see, it's a deadly device, the double bind. It's a deadly device. The Double Bind, the Catch 22.

How could this young man resolve this enigma? Well the easiest way would be to do the practical of Level 6. When he had backed up *['backed up' perhaps meaning caused to accumulate]* the practical of Level 6 to this situation he would realise that there is something odd about these postulates 'if employable then experienced' and 'if experienced then employable'.

And particularly there is something odd about this postulate of 'if employable then experienced'. And that postulate happens to be false in our society. If you think about it for a moment, the postulate 'if employable then experienced' if that postulate is true then no one would have a job. You see that?

If everyone has to be experienced before they can become employable. Then no one would have a job, because by necessity everyone is inexperienced when they start their first job. You see? The postulate is a lie. It's false. So once you realise that that postulate is false the double bind collapses. You see that the young man would realise they're just having him on. The whole thing is just a Catch 22.

He's just been sold a lie and he'd be out the trap. You see that? But he would have to do Level 6 to do it, to get out of the double bind. You have to break those postulates. One way or the other he would have to break those two postulates. Or at least one of them would have to be broken.

If he breaks one of them and he is just left with a single bonding. If he is left with a single bonding, he's broken the double bond. And when he breaks both of them he's regained full freedom of choice in the situation.

The double bind, the Catch 22 can show up in a number of guises. A person can come up to you and say "in this matter you're either with us or you're against us" now that sounds innocuous enough but as a matter of fact it's a double bind. He is handing you a double bind on a plate.

If you agree with this situation that you're either with him or against him then you bought the double bind. And you've trapped yourself because when he says you're either with us or against us, he is denying you the freedom to be both with him and against him, and he is denying you the freedom to be neither with him nor against him. He is insisting that you be either with him and not against him or against him and not with him. Follow? That's the double bind, the double bind situation, and one to be wary of.

So the double bind can show up in many guises, many areas of life. And I can tell you this for absolutely sure the toughest incidents you ever have to erase in therapy will be double binds. These are the ones that hang on by grim death and stay on and hang around the longest and just never seem to erase, and you grind away forever and ever and ever. Sure thing.

The double bind is that incident and there are probably more than one that are there hanging fire. And that's why you can't free the incident because of the double bind. That is why you can save a lot of time by applying Level 6 to a situation like this. Oh, you'll reduce the thing by Level 5. You'll reduce the thing. You'll knock it into a cocked hat by Level 5 but you'll never have understood what went on in that incident. You will need Level 6 to take the double bind apart, to see just why the thing was so damned upsetting to you.

Level 6 is The Understanding

Even though Level 5 will take all of the charge out of it and erased it, you'll need Level 6 to understand the incident, to fully understand the incident. So it's a great rule of thumb. The old hand in this area of research that I am doing and these levels. He knows that if an incident is hanging fire look for the double bind. "Show me the double bind" is the message.

Incidents where it's just a single bind, they can hang fire for a little while but they do come apart when you spot the bonding and the thing blows by inspection. And if there is no bonding at all in the incident well it will just resolve by inspection any old time. It probably won't be abberative at all. It never would have affected you; it would have been a null incident right from the word go.

Just finally I will give you the definition of a double bind again: It's a bonding postulate plus its reverse. A double bind is a bonding postulate plus its reverse.

If the bonding postulate is 'if A then B' then a double bind is 'if A then B' plus 'if B then A'. If the bonding postulate is 'if Not A then B' then the double bind is 'if Not A then B' and 'if B then Not A',

and so on. It's simply the double bind is the bonding postulate plus its exact reverse. There is no difficulty there. There is no complexity. It's just a simple postulate plus its reverse.

Double Binds and Sexuality

Finally there is one particular area of human livingness that is absolutely festooned with double binds. And that is the subject of sexuality in human beings. The reason for this is because the human body has adopted gender specialization.

That means that a human being can only be either a male or a female. He cannot be both and he cannot be neither. He is either a male and not a female or is a female and not a male, and that I can assure you is a double bind.

So from that start point you have a double bind, which you collect at birth. You collect that when you come into the game. You can see how you could collect a whole number of double binds on the subject of sexuality. And that is why sexuality is a very difficult thing to get apart in therapy.

And that's why Sigmund Freud would come forward and say the whole of resolving the human mind is entirely a matter of taking the sexuality apart. Well he is not quite right but he was on the right track. He knew it was a damned difficult subject to get apart, a damned difficult subject to get apart because it's festooned with double binds.

Now that we know this we can get it apart rather easily. Right, well that, wraps up the theory of the subject of bonding that's the end of the theory and we'll now take up the practical.

Practical

The rest of this tape will be devoted to the practical of Level 6. The tech here is very simple to explain, but very difficult to do unless you're ready to do it. So I'll tell you that at the outset. This is not something for the kiddies. It's not something for a person early on to play with. It's very difficult to do it and you need a clear mind to be able to do it. It's easy to explain. The processes themselves are ridiculously simple to offer to a person but they're very difficult for him to do.

Now the stable datum of Level 6 practical runs as follows, and this should be written up on the wall. Here it goes:

A bonding is broken and its bonding postulate erased
by putting members into the common class
that the bonding postulate renders null

I'll give it to you again, "a bonding is broken and its bonding postulate erased by putting members into the common class that the bonding postulate renders null."

Now that was the breakthrough I made. Until I had that postulate, that understanding I just spoke of, I couldn't round out Level 6. I've tried for a number of years now to wrap up this subject of bonding, I had many techniques from the practical side. None of them have been completely successful. I needed that datum to come up with the very simple technology that does the trick.

I've now got that technology from that datum. You see, we know that every bonding postulate manufactures a null class. We know that.

We can represent the bonding postulate as 'if A then B' that's the class of bonding postulates. We represent them as 'if A then B' and when that postulate is made it renders the class of both A and Not-B an empty class. And all we have to do in practical is to get the subject to look at this class of both A and Not-B, it's empty in his mind. His postulate makes it empty. And all we have got to do is we've got to get him to put things into this class and see that this class can have members in it.

Once he sees that this class can have members in it he will stop creating the 'if A then B' postulate. You see that? While he creates the 'if A then B' postulate the class is empty. But once he sees the class can have members in it, he sees there is something wrong with his postulate. He sees his postulate is false. He'll say, "Good God, this postulate is crazy... this class can have members in it: therefore, my postulate must be false." He'll stop making the postulate.

Once he stops making the postulate the bond postulate is broken. We've done the trick. You see that? Now there is one other thing we do while we're working here. We not only get him to be able to put members into that null class to fill it up again, to fill up the null class. But we also provide him with a technique to take the members back out again. This gives him his full freedom of choice now on this particular class that he made null with his postulate. We let him put

members into the class. He sees that members can go in and he learns how to put them in and he learns how to take them out.

And we have given him now his full freedom of choice as far as that class is concerned. In his own mind he can have it empty or he can have it full. He can fill it up to his heart's content and he can now empty it to his heart's content. His full freedom of choice is restored and all the charge has gone off that class.

And more importantly the bonding postulate is broken. That's the essence of our approach in the practical of Level 6. It's a very simple approach. Alright now what is the auditing command that will do this magical thing?

The Method

Here we go:

Let's assume that the null class is the AB class. It could be any, it could be A and Not-B, it could be Not-A and B, it could be any class. We'll call it an AB class. The common class of A and B. Got that? We'll call it that as a symbol to recognise it while we're talking about it. Right.

Here are the auditing commands.

"What could A and B have in common?"

That is the first command. Now we run that command until there is no more change. We simply flatten that command off as far as we can. There may be long comm. lags on it. You may have to think about it for hours, days or weeks but that's the one that puts things back into the AB class. You see? The AB is the null class and we want to put some things back in it.

So we say, "What could A and B have in common?"

It's a creative process. It's not a recall process. It's a pure creative process. So it's quite unlimited in application. It's creative. A person has to imagine things. It's an imagination type of process. "What could A and B have in common?" So we run that as far as we can until there is no more change. And all the somatics if any have gone. And the person is feeling fine about it.

Then we run :

"What could A and B not have in common?"

"What could A and B not have in common?"

Now that command "What could A and B not have in common?" We run that again until there is no more change. Now that command takes things out of the AB set and starts to empty it again. You see that? We're doing the reverse taking things out of the AB set. That empties the set.

So that's the second command. We run that until there is no more change.

Then we go back and run "What could A and B have in common?" we run that some more and see if that is charged up again. When that's gone null we go back and run "What could A and B not have in common?" And we null those until there is no more charge on either of them.

We run plenty of RI, liberally, because it can be quite tough on RI, this one can particularly in the early stages. Until you get used to the process. So run plenty of RI, liberally. And that is essentially the way it's done, at Level 6.

There isn't any more to Level 6 than that. Those two commands are sufficient to do the trick.

Level 6 Therapy Example

Now to finish off this tape I will give you an example of how you would run this in therapy on a person. We've got a person who has run through the therapy. They have completed all their levels and they've arrived at Level 6. They are feeling very good about things. They are running showing Clear on the meter and have been for some while.

They went Clear at Level 3 probably. And they have run out their goals packages. The 'To Know' package has gone very quiet. They can't find anything on any of the junior packages. Everything has gone very quiet and they're feeling pretty darn good. But while they were running Level 5 these bonding postulates showed up. One that keeps sticking in their craw, that is in their mind still. It's not bothering them. They remember it as a child. They had this postulate show up about girls and wearing dresses. 'All those who wear dresses are girls'. And the other side of it 'all girls wear dresses'. And the person is sort of stuck with this. And it's still sticking in their craw up at Level 6.

Well here we are ready now to handle it, and this is the way they'd do it. Now before we go into it you might say, "Now how can a person in our society possibly hold a postulate that all girls wear dresses?" 'if girl then wearing a dress'. When so many girls don't wear dresses, they wear jeans, and so forth.

A Person Can Always Justify Their Postulates

And that's no difficulty. A person can always justify their postulates. Such a person can easily say, "Well, girls that don't wear dresses aren't really girls." You know a person can simply justify their postulates. There's a thousand ways they can simply justify it. It's quite possible for a person to hold that double bind.

We'll assume the person is holding that double bind. How would they go about resolving it at Level 6? Well we take each postulate in turn and we erase each one in turn. That's the general rule. We take each side of the double bind and erase each one in turn. We don't attempt anything like trying to erase both sides of the double bind at the same time. We take them in order, in turn.

Now what is A and B here? Well the postulate here is, 'If a person wearing a dress then a girl'. So that's the postulate and the null class is a person wearing a dress and a non-girl. See that, that's the null class. That's what the postulate brings about. So the null class the person is stuck with is the class A "a person wearing a dress" and the class B of "a non-girl". That is the common class that is null, and we've got to populate that null class.

So we ask him, **"What could a person wearing a dress and a non-girl have in common?"** That would be the first auditing command. "What could a person wearing a dress and a non-girl have in

common?" And we just wait out the comm. lag, and as the person struggles with this, with their postulate. And eventually they start to fill it up. And we run it and run it and run it.

When that's gone null we then say, "**What could a person wearing a dress and a non-girl not have in common?"**

And with this question we start emptying out this class again. We run those backwards and forwards until we've nulled both of them. We've now erased one side of the double bind. It's no longer a double bind now. We've erased one side.

Breaking The Double Bind

We now home in on the other postulate. The other 'if A then B' postulate in this situation, 'if girl then person who wears a dress'. Well, we could now go to work with the reverse.

Our first auditing command now becomes:

"What could a girl and a non-wearer of a dress have in common?"

And we run that until it is null. And then we would run the other side of it:

"**What could a girl and a non-wearer of a dress not have in common?"**

And we would run that until it was null. Then we would go back to the first command and the second command and then alternate until till both were completely null. We've broken the other side of the double bind. At that point we've now broken the double bind completely.

So each single bonding is broken in turn by the use of those two postulates. It might sound a little complex when you first play this tape. Really it's childishly simple. It's much simpler to explain than it is for the unfortunate person, for the subject to actually answer the questions. It's a very difficult question to answer. It's that sort of tough and highly charged double bind. A person will find it just about impossible to answer. They may comm. lag it for days, weeks before he gets some answers up.

But you can take it from me this is the best process, the most precise process, the most accurate process and it's the most elegant process to do the job. There are other processes that do it partially and do a much more sloppy job.

In other words, there's other ways to skin the cat. But this skins it precisely, does the job in the most optimum fashion. So there's the example there, of how you would apply this to a double bind situation.

Difficulty in Running

In terms of difficulty of doing the level, Level 6 is comparable in difficulty to Level 2. It's a much more difficult step to achieve than Levels 1, 3, 4 and 5. Level 2 is difficult, is a tough one too, 2 is and 6 is comparable to 2. It's a toughie. This is one for the high school. This is one for the university graduates in the terms of therapy.

It's not a technique for the beginners. It really isn't. You really need your wits about you to tackle this stuff at Level 6. That's why it's at Level 6 and not down at Level 2.

At the time of cutting this tape I haven't completely erased all the double bondings, double binds or single bondings, I have extant in my own mind. There are quite a number of them that cropped up. During my own running of Level 5 which I've got notes of, strewn around the place. I'm in the process of collecting them up. They'll all get dealt with eventually because I always keep a note of everything I've done.

Keep a Note of The Binds

So it's very important that when you're working with Level 5 in the earlier steps keep a note of any bondings that show up. Keep a written note, not just a mental note. Write them down for god's sake. Keep the paper because you're going to need them on Level 6. You don't want them to get lost. Write them all down on a bit of paper then when you get to Level 6 you collect up all your bits of paper and you've got something to work with.

So until you've got those bits of paper. Until you've got the actual bondings, the actual postulates there, unless some crop up you've nothing to work with at Level 6. You see a beginner can't even start at Level 6. He's got nothing to work with. He scratches his head and says 'if A then B' if this then that, I mean it just doesn't mean a thing at the beginning of therapy. It simply doesn't mean a thing to the subject. You know, the whole thing is just a great big mystery. He couldn't answer the question because he can't start. When he works on Level 5 bondings show up, he writes them down. Then he's got something to work with at Level 6, so that the procedure is quite self checking.

You won't have people mucking around with Level 6 before they ought to muck around with it for the simple reason they won't have anything to muck around with. They might manufacture a few but they won't get any hot ones. They might manufacture a few, pick them out of thin air and play with those at Level 6 when they didn't ought to be. But they won't get any tough ones, meaningful in their own bank. They are too far deeply buried. They'd need Level 5 to dig those out. So there is some degree of self checking at Level 6.

Test for 'if A then B' Postulate

Now, re-listening to this tape I recall, there is another bit of information about bonding that is of interest to you which I haven't mentioned. And I will mention it because it's of interest. It's not a vital importance but it is of interest.

That when A is bonded to B in the mind, if you have an 'if A then B' bonding in the mind. If you mock-up A and mock-up B then B will tend to move towards A. Now this won't happen for everyone. It only happens if your mock-ups are quite real to you. And you've got a pretty good perception of them. And you'll see this phenomena there that if you've got an 'if A then B' postulate and you mock-up A then B will tend to move towards A.

I won't explain why this is. I know why it is but it's a little complex. It's a little bit of unnecessary logical theory to explain the phenomena. But I can assure you that's what happens. Now this mechanism, if it does work for a person, can be used as an indicator of an 'if A then B' postulate.

In other words, if you mock-up two things and one tends to move towards the other then the thing that does the moving is the B. The B end of an 'if A then B' postulate, and the thing it's moving towards is the A.

It's always that way round. It's never the other way round. It can't be the other way round. It's always that the B moves toward the A. You mock-up A then mock-up B and if an 'if A then B' postulate is extant then the mock-up of B will tend to move toward the mock-up of A. It can be used as an indicator for the presence of an 'if A then B' postulate, for those who are sensitive enough to their mock-up to perceive them.

As I say it's not one everyone can use because particularly early on in therapy their contact with their own creations is not sufficiently good for them to spot what's going on. But strangely enough even though this phenomenon occurs you can't break the bonding by the use of mock-ups.

I've tried all conceivable variations and permutations of the mock-ups, mocking up A and mocking up B. Moving them toward each other and moving them apart and so forth. It won't break the bonding. It won't break the postulate.

The only way to break the postulate is to use the Level 6 process I've given you. It's the only one I know that will do it efficiently. There's others that will do it less efficiently but the ones I've given you will do it spot on. Bang. They are absolutely precise; they are precise for the job in hand. So I thought I'd mention that phenomena of the B moving towards A on the mock-up level in the presence of an 'if A then B' postulate.

Just for a reference, if you see it happening in therapy you will know what's going on. Well that's about Level 6 Practical. I can't tell you what it looks like when you've completed Level 6 practical

because I haven't got there yet. But I can tell you that it will produce case gains. And there is no harm in the process. I've tested the process long enough now on myself. There is no harm in it. There is no way it's going to drive anyone mad.

If they run it properly and run it at the time it's supposed to be run. No one's going to be harmed by the process. So I'm looking forward to what life's going to be like without all these bondings. It must be clearly understood that Level 6 is not a requisite process of the set. The set process does end at Level 5.

You don't really need to go past Level 5. Level 5 will erase the bank for all intents and purposes. It will take it off the meter and it will be gone. It will leave a blank in your understanding of various aspects of life and one of the aspects it leaves a blank on is the material of Level 6.

Level 6 will fill this in for you and round out your understanding of life and postulates and games play and so forth. And also give you a few extra case gains that you couldn't have gotten on Level 5. Okay, well that's about it Greg. That's Level 6 theory and practical. And I wish everyone luck with the procedure and I hope you'll never be the same again.

End of tape

Level 5: Tape 3 – The Exclusion Postulate

20th April, 1993

Hello, Greg, this is Tuesday the 20th of April 1993 and I thought I'd cut a tape for you expanding on some of the background material of Level 5. It occurred to me the other day that while I have this material available I may as well give it to you mainly because anyone doing Level 5 will come across this data but it will take them some time to put it together into a coherent form, which I've done. It took me some time to do it.

So anyone doing the exercises will find this data particularly useful because it will help clarify the material that shows up. Under this same heading would be the theory material that I gave you on the two recent tapes. One on the subject of Dissociation, you recall that material on the subject of dissociation, and the other theory material I sent you on the tape on the subject of Unstacking, remember my reply on the subject of Unstacking. Well both those tapes, one on the subject of Dissociation and the reply to the subject of Unstacking, contain very useful background material on Level 5, which I won't repeat because I know you have the material.

Sooner or later on Level 5 it's necessary to jump in at the deep end, so to speak, on the subject of postulates and the universe and this time is about now on the subject of the theory. I've already talked about universes and all universes consist of life plus postulates, that's all they consist of there's nothing else in any universe but life and postulates.

Anything else you consider is in there is purely an illusion, is a slight of hand. There's nothing else in any universe that you could conceive of but life and postulates. So the physical universe in which we live, in which we share follows that same rule, in that it's a universe and it's based upon a postulate structure, it's based upon certain laws, this universe and many of the physical laws of this universe, which have been discovered by scientists using their measuring equipment and their observations, but these physical laws of the universe are deductions from the basic laws of the universe.

In other words the universe is based on laws very much more fundamental than the laws of physics and you would have to expand the subject of physics considerably to include life before you could expect to uncover the basic laws upon which this universe is constructed by studying the subject of physics.

The subject of physics as we understand it today on this planet is far too limited because it doesn't include the subject of life and because of that limitation it cannot encompass the basic laws from which this universe is constructed. But that doesn't mean that we won't come across these laws

when we're working with a person in therapy, particularly when we get into the upper level tech at Level 5, because we're dealing with the very building blocks upon which any universe is constructed, that is life and postulates. And Levels 5A, 5B and 5C are devoted to this subject of handling postulates in the mind.

So we're very close up against the subject of universes and what a universe consists of and what this universe consists of when we're working with Level 5. So it's no real surprise that sooner or later when a person is working at Level 5, particularly on Level 5A, when he's working with the fundamental, the basic, the fundamental goals package, the 'To Know' goals package. Whilst working with that goals package he will come across the absolutely fundamental law upon which this universe is constructed.

I clearly remember the day when I was having a session, some years ago, when it suddenly dropped out the hamper in the middle of the session. There I was working along and suddenly, Bang! I was suddenly in possession of the basic law upon which the physical universe is constructed. There's no great secret about this law, it's just that it's [chuckle] it's very deeply hidden if you happen not to know where to look for it.

The place to look for it, of course, is amongst the goals packages and particularly on the 'To Know' goals package. You start working with that and the basic law of this universe is going to drop out the hamper. Bang! It's bound to drop out sooner or later for anyone working on Level 5A, which is why I'm mentioning it here, because it may be a surprise to them, they might come across it and they might not know what it is. And they might think, "Oh, it's just another postulate."

All Postulates Limit the Possible and Thereby Define the Reasonable

Well, I can assure you that it isn't just another postulate, that it is the basic law of this universe and I'll give it to you now. It is provable; demonstrably provable as such that it is the basic law because it explains so much of the phenomena that occur in this universe.

But before I give you this basic law, I better give you something which is common to all universes. This law is common to all universes, not just the physical universe in which we live. This is that:

All postulates limit the possible and thereby define the reasonable.

Now that should be written up in letters of fire. Maybe if you can't write it in letters of fire you should write it up on a post card and pin it up in your auditing room wall.

Until a Postulate is Made Everything is Possible

All postulates limit the possible and thereby define the reasonable. Once you understand that, you understand that proposition, you understand an awful lot about universes. You understand that, until a postulate is made everything is possible and that any postulate, no matter what it is, limits the possible.

For example if a person says, "Alright well now the law is that no car will travel at more than 80 kilometres an hour on this stretch of road." Well that's the law. Well how does that limit the possible? Well it limits the speed of the cars on that stretch of road, you see?

I can make another example, maybe you make a postulate and say, "Well I'll go to Cannes this weekend." Well, how does that limit the possible? If you go to Cannes you're not going to go anywhere else which is not Cannes, are you? You see? So you limited your options, as they say, or you limit your possibilities. And no matter what postulate you make you'll find that any postulate that you make will limit the possible. So the first thing about a postulate is, any postulate limits the possible that's its fundamental purpose, to limit the possible. Now how about this second bit 'and thereby defines the reasonable'? Now that is really something. The subject of what is reasonable in this universe is a terrible puzzle; it's a great puzzle.

People bang the table and say, "Well this is reasonable and that is unreasonable." And they talk about what is reasonable and what is unreasonable but if you say to them, "What is reason and what is unreasonable and what is reasonable?" they can't define the terms.

They'll give you an example of something they consider is reasonable and they'll give you an example of what they consider is unreasonable, but they cannot define reasonableness, unreasonableness or reason itself. They simple cannot define them.

If you were to talk to a physical scientist you could get closer to a definition of reason. If you were to talk to a logician you'd get even closer to a definition of reason because logic is the science of reason but even the logicians don't grasp this fundamental relationship between postulates and reason. I think most of them would if you were to give it to them. They'd say, "Oh, yes, I sort of knew it but I didn't know it in those words."

But the average person simply doesn't understand the subject of reason he doesn't understand what is reasonable and what is unreasonable, although he'll give you endless examples of what he considers reasonable and what he considers unreasonable.

That Which is Reasonable is That Which is Consistent with the Postulate

So all postulates limit the possible and thereby define the reasonable.

Now how does a postulate define the reasonable? Well this is the way it goes. That which is reasonable is that which is consistent with the postulate. It's really as simple as that [chuckle]. Give it to you again, "That which is reasonable is that which is consistent with the postulate."

Example, if the postulate is that every house in Australia will have a roof on it. In other words if a law says that no house shall be sold without a roof. All houses would have a roof. Then it's reasonable if you buy a house to expect the house to have a roof on it, because it's consistent with the postulate which is that 'All houses in Australia will have a roof on them.' See that?

And if you were to buy a house and you look up and notice that it hadn't got a roof on it, that would be inconsistent with the postulate which says that 'All houses will have a roof on them' and so you could say, "Well, this is unreasonable." I shouldn't have expected to buy a house without a roof on it. You follow?

In the Absence of Postulates the Concept of Reason is Meaningless

So that's the connection between reason and the postulate and there's no other senior definition of reason in this universe. Reason is only that which is consistent with a postulate. That is to say that in the absence of postulates the concept of reason is meaningless. In the absence of postulates the concept of reason is meaningless.

The concept of reason only has meaning in the presence of postulates and that which is reasonable is that which is consistent with a postulate. In other words, the postulate defines what is reasonable. It defines it because that which is reasonable is that which is consistent with the postulate. So there's nothing difficult about this. It's very simple. It's so simple, this is, so simple, that you almost have to make it more complicated in order to understand it. It's so terribly simple, but life gets so involved in this subject of what is reasonable and what is unreasonable that it forgets the basics and forgets the simplicities and so you come up to a person and say, "Well, what is reasonable? What is unreasonable? What is the definition of reason?"

I don't know how many people in Australia you can walk up to and say, "What's a good definition of reason?" I don't know how many people will say "All postulates limit the possible and thereby define the reasonable. And that which is reasonable is that which is consistent with a postulate." you know. You might find somebody else in Australia who would say that but I think it is very doubtful, very doubtful in deed. I'll tell you what, I wouldn't have said it until I'd done Level 5 of my technology and till I'd got myself a few yards deep in Level 5 and understood about universes and got the basic postulate of this universe out and so forth.

I wouldn't have answered that. I didn't know what reason was either; I was just like anyone else. I couldn't relate it to postulates. If you can't relate it to postulates you can't relate it to anything, because the subject of reason won't relate to anything else.

We can Define Reason as a Complementary Postulate

Now can we actually get more precise on the definition of reason than to say that reason is that which is consistent with a postulate? Yes we can. We can go one little step further and we can define reason as a complementary postulate. Reason is a complementary postulate.

Now how did that come about? Well that which is most consistent with a postulate is its complementary postulate, you see? You can't get more consistent with a postulate than the complementary postulate to that postulate.

So the complementary postulate must be the very essence of reason regarding a postulate. In other words, a person wants to 'be Known' say, he's operating on the 'To be Known' postulate, the most reasonable thing you can do regarding that person is 'To Know' him. You see that?

That's the most reasonable thing because that is the absolute essence of, the totality of the consistency. That is as consistent as you can get with his postulate. His postulate is 'To be Known' and if you adopt a 'To Know' postulate which is the complementary postulate of 'To be Known' then you will be as reasonable as you can get. You will be as consistent as you can get with his postulate.

So reason is a complementary postulate in this universe and that is the most precise definition there is in this universe of reason. It is a complementary postulate. This tells you immediately that the opposition postulate is as unreasonable as you can get. A person has the postulate 'To be Known' and about as unreasonable as you can be is 'To Not Know', 'To Not Know' him, because it's [chuckle] totally inconsistent with his postulate.

His postulate is 'To be Known' and you're directing a 'To Not Know' postulate towards him. Well you couldn't get any more inconsistent with his postulate than that, and you couldn't get more unreasonable as far as he's concerned, than that. You follow?

All Games Must Be Unreasonable

Now this definition of reason been a complementary postulate tells you immediately that all games because they contain conflicting postulates must be unreasonable.

Game Defined

A game is a contest in conviction and contains opposing postulates by definition that is the definition of a game. It's a contest in conviction. There are two people trying to convince each other of opposing postulates. So all games must be unreasonable, follow? It drops out straight away from the datum that reason is a complementary postulate. If reason is a complementary postulate then all games are unreasonable. There's no reason in conflict, it's an unreasonable activity, see, it's an unreasonable activity.

I mean it might be fun, games might be fun but so help me they're not reasonable. I mean you've got 22 men in two football teams standing on a football field and they are about to start a game of football. It's not reasonable for them to play this game of football. The reasonable thing to do, if they want to be reasonable at all about it is at the beginning of the game one of the men to pick up the ball and run it down and put it in the opposing goal. You see that?

If the idea is to get the ball into the goal between those two posts well they might as well pick it up, run it down and put it down there, if that's their purpose. It's not reasonable for 11 of them to try and get that ball into the goal and the other 11 to try and stop it from happening. That is not reasonable. It is not a reasonable activity... it might be a lot of fun but it's certainly not reasonable. See that?

The More Conflict There Is the Less Reason There Is

So that's just an example of an unreasonable game. Well it's no more unreasonable than any other game. The fact that the conflict is there, the fact that the postulates are opposing each other is the very essence of unreason because reason is a complementary postulate.

Then this tells you right away that when a person comes up to you and says, "What we need in our society is more conflict and more competition and so on." That they're also saying that we need more and more unreason, you see that? The conflict, the competition and so on and the opposition all produce unreason. The more conflict there is the less reason there is, and so on. A tremendous amount of data starts to make sense, once you understand these basics it all drops out of this hamper, if all postulates limit the possible and therefore define the reasonable, and the reasonable is a complementary postulate.

Ok now, I could expand that material out considerably. Once a person grasps it they can expand it out themselves; it has enormous ramifications. Now we'll go on and get the basic postulate of this universe.

The Class of the Knowable

So here we go. The basic postulate upon which this universe is constructed is

The class of the knowable is coextensive with the class of those things brought into existence 'To be Known'

I'll repeat it:

The class of the knowable is coextensive with the class of those things brought into existence 'To be Known'.

Now that's a pretty big mouthful, that is, I better break that down into little bits and we'll examine it in detail.

What do we mean? What do we mean by the class of the knowable? Well that is the class of those things that it's possible 'To Know'. And that's all we mean when we say the class of the knowable. We mean the class of those things it's possible 'To Know'. Now, "The class of the knowable is coextensive with", well that is a technical term, it's not a difficult technical term, it's a term used in logic. It means when two classes are coextensive, it's a term a logician would use when he means that, the members of these classes are identical in their characteristics. They have identical characteristics. So, loosely speaking we could say instead of the phrase "is coextensive with" we could say "is identical with" or "is the same as". That would be a looser way to say it, but the precise technical logical way to say it is "coextensive with", that is the precisely correct way to say it. That the class of the knowable is coextensive with the class of those things brought into existence 'To be Known'.

Now what is this class of things brought into existence 'To be Known'? Well that is just what it says, the class of things that are brought into existence 'To be Known'. So the law says, the basic law of the universe says that the class of the knowable is identical, is the same as, the class of those things brought into existence 'To be Known'. That's all it is saying in so many words. That's what the law means.

Now before I go on talking about the basic law of the universe I want to give you a very valid, a very useful deduction from this law, which is of everyday use in society and of tremendous use in science and is well known and so forth. But I'll give it to you as a deduction from the basic law of the universe. I could give it to you in terms of Boolean algebra but that wouldn't help, wouldn't make it any clearer either, unless the person listening to the tape understands the symbolism of Boolean algebra it would be just as mysterious. So I better give the deduction to you in terms of formal logic, so here we go:

I. If, the class of the knowable is coextensive with the class of those things brought into existence 'To be Known'.
II. Then, a thing is either knowable by reason of existing, or is not knowable by reason of not existing.
III. Therefore, a thing either exists or it doesn't exist.
IV. Therefore, a thing cannot both exist and not exist simultaneously.

Yes, I've just replayed that over, it's not garbled so no need to repeat it. Not garbled so it is exactly straight the way it should be on the tape.

Now this proposition that a thing cannot both exist and not exist simultaneously just happens to be the basic postulate or the basic law upon which the science of logic is constructed. This law, according to the textbooks was first discovered by Aristotle, the Greek philosopher, some 2000 years ago when he said that the most fundamental of all philosophical principles is that "A thing cannot possess and not possess a quality."

Now certainly Aristotle based his own logic, his grasp of logic and all his writings on logic and all his subject of logic on that principle, and Aristotelian logic held fast in the whole of the western world for something like 1,850 years. So all that happens today, all that happened in 1,850 or about 1,850 years after Aristotle was that a guy called George Boole an English mathematician came along and took that basic principle that a thing cannot both exist and not exist simultaneously and expressed it mathematically, and used it as the basis of the algebra of logic.

The algebra of the logic of classes, which is called Boolean algebra, and thereby made logic into a mathematical subject rather than a philosophical subject. At least he turned the logic of classes into a mathematical subject rather than a philosophical subject, and the Boolean algebra is based upon that same proposition "That a thing cannot both exist and not exist simultaneously," which is itself a valid deduction from the basic law of this universe.

Interesting isn't it that the basis of logic, the basis of the science of reason as we understand it in our world, is the basis in the science of reason. And it's no different in the eastern world of India and China. Their science is based upon the same postulate, I assure you. It's no different. In other words, when you take propositions apart using that basic law that a thing cannot both exist and not exist simultaneously you start to build up a science of logic.

Well if you try and build up a science of logic without that basic law you end up with a mess. You just end up with a dogs breakfast, and you end up with unreason. You have to have that basic law in there, you see, that a thing cannot both exist and not exist simultaneously. Aristotle was completely right when he said that the most fundamental of all philosophical principles is that a thing cannot both possess and not possess a quality.

Now one day when I get a bit of time, and it's one of these things I mean to do and I keep putting it off, I'm going to sit down and write down the basic law of this universe and see what other valid deductions there are from this basic law, but that one, I know, is a valid deduction. That a thing

cannot both exist and not exist simultaneously, produced the science of logic. I'm just wondering what other valid deductions can be made from the basic law which could be used as the basic for other sciences and for other human endeavours. As I say I just haven't got around to doing it. It's one of the things I keep meaning to do and haven't done. There are no doubt many other valid deductions that can be made from that basic law upon which this universe is constructed.

Two Futile Activities in this Universe

Now let's examine this basic law of the universe more closely. What is it telling us? Well it tells us essentially that there are two activities in this universe which are utterly and completely futile.

One of these activities is to try and know something which doesn't exist. Now that is the essence of futility, because you simply can't know it unless it exists. If it doesn't exist it's unknowable. The basic law of the universe says so.

So if a thing doesn't exist in the universe it's absolutely futile to go around and try and discover it. Yet people spend half their lives trying to discover things that don't exist. It's true, they do. Of course, the person believes that this thing might exist, or believes that it does exist, so he keeps searching for it. But never the less if it turns out that the thing doesn't exist they've wasted their time because there's nothing there. They won't find it if it doesn't exist.

Now the other futile thing to do in this universe is to go out of your way 'To Not Know' things that do exist. See that? That's the other futile thing to do. In other words, not knowing things that do exist when the basic law of the universe tells you that this whole idea of trying 'To Not Know' things that exist is futile. If the thing exists it's knowable, if it doesn't exist it's not knowable. So you can waste an awful lot of time and get yourself all upset by trying to discover things that don't exist or trying to not discover things that do exist.

As Ron Hubbard explained in Axiom 11, you know, "the futility of not is-ness" yet people do it all the time, you know, they've got this painful memory and they spend half their life trying to blot it out of their mind. Well they're not going to do it are they? They're just going to make themselves miserable, ruin their health one way or the other.

Why? Well the basic law upon which the universe is constructed says you can't do it. If it exists it's knowable and no amount of endeavouring ‘To Not Know’ it is going to change that in the slightest. If the thing exists therefore it's knowable.

Knowing and Time

The thing existed at that moment in time in the universe. It may not exist at this moment in time now, but it existed at that moment in time. If you put your attention back to that moment in space and time you will find that event occurring. So you better know it then. When you know it,

you can then go off and do other things. You see? While you're 'not knowing' it, you can get yourself into an awful mess. You see that?

But this, of course, is basic in the understanding of Dianetics and Scientology. That what you resist you become. You know? What you 'Not Know' you end up getting wrapped round your neck. I mean there's a thousand ways Ron has expressed this in Scientology and quite rightly so too, but again you see, it's a valid deduction from the basic law upon which this universe is constructed. It gives you the only two futile things in the universe.

The first thing is to try and know something, which doesn't exist, and the other futile thing is to try and not-know something, which does exist. Both of them are the essence of futility in this universe. I mean these things simply aren't of a matter of opinion, you know, they are not of a matter of which school you go to, you know. You're living in a universe, you're acting and working and so forth totally within a universe and you're subscribing to the laws of the universe and the basic law of the universe you're subscribing to tells you that "it's futile to try and know things that don't exist and it's futile to try and not-know things that do exist."

Games Play Only Consists Fundamentally of These Two Futile Activities

Yet all of games play contains these possibilities. When we examine the game, what we call "games play" we find people doing these things. They try to discover things that don't exist and they try and not-know things that do exist. You could say that fundamentally games play only consists of these two futile activities, which is why games play fundamentally is a very futile activity in this universe.

Actually there's nothing wrong with playing games as long as you don't have to play them. If you can take them or leave them they can be fun, but when you have to play them, you're doomed, because you're stuck on this futility. You go into unreason and you end up just nailing the coffin lid down on yourself. You're gone.

Why? You've violated the basic law of the universe. So there's quite a lot that even at a superficial level starts to fall out of this subject of the basic postulate upon which this universe is constructed. We immediately understand what games play consists of and what the futility of it is.

But bear in mind that the basic law of the universe does allow games to occur, you see. The law sets the universe up and says the class of the knowable is coextensive with the class of those things brought into existence ‘To be Known’.

I mean, it doesn't forbid you, doesn't say that you can't go around and try and know things that don't exist. It doesn't forbid you from trying 'To Not Know' things that do exist. It allows this to be possible, but you'll never succeed. It doesn't actually forbid you from trying. The law says you can't make it but it does allow the possibility for the games to occur. You see?

So there's a certain subtlety involved here, but of course any purpose, any goal and any law is a limitation of the possible and only by limiting the possible is it possible to set up any forms of games play. You have to have some limitation of the possible and that is the basic limitation in this universe, is the basic law upon which this universe is constructed.

The Dictum of Aristotle and Postulates

Now we know as a valid deduction from the basic law of the universe that classes of objects obey what's known as the 'Dictum of Aristotle', which in modern terminology would be that "A thing either exists or it doesn't exist" and "A thing cannot both exist and not exist simultaneously" and by use of this proposition you can formulate a very workable logic. This logic would explain the relationships between classes of objects in the universe itself. This is the subject of logic and the logic of classes, Boolean algebra.

Don't miss this, don't miss this in the slightest that the classes of objects in this universe, their logic is totally determined by this proposition "A thing cannot both exist and not exist simultaneously", which is a direct deduction from the basic law of the universe. It does determine the basic logic of classes utterly and completely and it's up to us now to ask this simple question, "How about the subject of postulates?" Do they obey exactly this same law of classes? In other words, a thing either exists or it doesn't exist. Well how about postulates? Is that true for postulates and is that the only law that's true for postulates? Well let's examine it.

Well what we're looking at here is the difference between a postulate and an object. We're trying to see if they are different in their nature.

#1 – Law of The Scale

Well now, one difference immediately comes to mind. Take a postulate, say the postulate 'To Know', all right. You can start off with a high intensity postulate 'To Know' and it's on a scale and as the intensity of the postulate lessens, gets less and less and less, it will go down to a zero point where there is no postulate then it will go over the zero point and will reappear in the negative. You get a very faint 'To Not Know' postulate," and that 'To Not Know' postulate could be intensified up to a maximum intensity of maximum 'To Not Know'.

Now this is different from an object. An object doesn't obey that rule at all. For example: you've got this lump of rock, you know, and you have it in full intensity and you reduce its intensity and you get a point of zero intensity and then there's no rock and then it goes into minus, a little minus intensity of a rock and it goes into more minus until you get a maximum intensity of no rock.

No, no it doesn't work with rocks. It works for postulates; it doesn't work for rocks so there's an immediate difference between the postulate and an object in the universe. So you must bear that in mind.

#2 – Law of Complementary Postulates

Now is there any other law, which applies to postulates, which doesn't apply to objects in the universe? Yes there's one other law, which applies to postulates which doesn't apply to objects in the universe. This is the law of the complementary postulate.

Now you'll become aware of this when you start working with postulates at Level 5, that complementary postulates satisfy each other and vanish each other. Complementary postulates satisfy each other and vanish each other.

Now what this means is, for example, you put up a 'To be Known' postulate and by its side you mock-up a 'To Know' postulate, and the two postulates satisfy each other and they cancel each other out and they will vanish each other. And you will find that the two postulates after a second or two will be gone. And you say, "Where have they gone to?" Well they cancelled each other out.

You'd have to mock them up again and if you wanted to hold them in existence you would have to continue to create them and hold them in existence. Soon as you let them go they satisfy each other and they vanish. So there's the law of the complementary postulate. Now that's a peculiar law to postulates which doesn't apply to objects in the universe, is that complementary postulates vanish each other, satisfy each other and produce a mutual vanishment.

#3 – Law of Aristotle

So we have two laws there which are applicable to postulates which aren't applicable to classes of objects and we now must ask ourselves the question, 'Does the law which is applicable to objects, in other words, "A thing cannot both exist and not exist simultaneously", is that applicable to postulates?' Well, yes it is. A postulate cannot both exist and not exist simultaneously, so that obeys the same law as the law of objects and the law of classes. So the classes of objects and objects in the universe just obey that one law, one fundamental law. A thing cannot both exist and not exist simultaneously.

But postulates natively obey these three laws. We have the 'law of the scale' where the postulate goes from the maximum plus intensity through zero point and no postulate down to a minus maximum intensity. We have that law. And the next one is the 'law of the complementary postulate' whereby a postulate plus it complementary postulate satisfy each other and cause their mutual vanishment.

And thirdly and finally that 'a postulate cannot both exist and not exist simultaneously.' Now those three laws are the only three laws, which govern the behavior of postulates in the universe. They're the only three laws. There aren't any others. Now the law of the complementary postulate, the law which says that a postulate plus its complementary postulate satisfy each other

and cause their mutual vanishment has some very important influence on games play in the universe.

How Games Become Compulsive

The effect of this law is as follows: If you can imagine people playing light hearted games and so forth and having a desire to play games and they want to get their game going and keep their game going. Every time they happen to accidentally match up with complementary postulates the game ends. The game simply stops you see. And the postulates vanish. They satisfy each other and they cancel each other out and the postulates disappear.

You imagine a games player saying, "Oh damn I've managed to get complementary postulates again so after a while, in games play, in the universe, there's always this tendency to avoid the complementary postulate situation because it, unnecessarily, from the point of view of the games player, ends the game.

So this class of 'both the postulate and its complementary postulate' tends to vanish out of games play. That's one of the first things you see go out of games play in the universe, is the lack of appreciation for the fact that you can end the game by adopting complementary postulates.

First of all it is regarded as a nuisance to end the game because they want to keep the game going to enjoy the sensation of the games play and so to accidentally in the heat of the moment, happen to accidentally match their complementary postulates ending the game, the game stops, you see, and the game un-mocks.

So they come to avoid the complementary postulates. And so the effect is to concentrate more and more on the opposition postulates and less and less on the complementary postulates, and the effect of this is to make the games play more and more compulsive. You follow that? You see how that would be? It follows directly from the law of the complementary postulate. If you go into a game in the beginning you know the laws, and know everything about it.

You want to play the game. You want to play games and well one thing you want to avoid is to end the game. You want to get the game started see, so you avoid the complementary postulate. Then when the game gets started the tendency is to forget about the complementary postulates because you're trying to avoid the complementary postulate situation, it tends to go out of games play. Then when you try to end the game you've forgotten how to do it. I know it sounds silly but this is the way it comes about and games play then tends, because of the law of complementary postulates, tends to go from light hearted, casual, voluntary games play, it tends to go into compulsive games play. It becomes compulsive once the players lose the ability to end the game with complementary postulates and they lose the ability simply because they will no longer allow the game to end. In the early days of playing the game it was a nuisance to end the game with complementary postulates so they put it to one side, and said we won't use complementary

postulates to end the game and then they forgot about it and they lost it, you see. They lost the ability.

And they then got into compulsive games play, because once you take the complementary postulates out of the games situation you're only left with the game situation. You see this? The complementary postulates have gone. Look let's put it this way, let's imagine what we call a postulate set.

You see there are only two positive postulates in an erasable goals package, there's the postulate plus it's negative plus the complementary postulate plus it's negative. That's four postulates in the set. Let's call the postulate X. So there's X and the negative, which is Not-X and there's the complementary postulate to X we'll call that B and there's Not-B which is the negative of B. So there's only X and Not-X and B and Not-B.

Those are the four postulates. So there are only four classes in the set. There's

1. X B
2. X Not-B
3. Not-X B
4. Not-X Not-B

Follow? That's four classes. That exhausts the possibilities of the system. See that, that exhausts the possibilities. But XB is a complementary postulate class because X and B are complementary postulates; and Not-X and Not-B are complementary postulates and they're the ones which are avoided. So the tendency is for those to go out of games play and the game then consists of just X and Not-B and/or Not-X and B, see that?

Now this is a technical term 'compulsive games play' and it's defined as the state when complementary postulates have vanished out of the postulate set and the set has been reduced to the two classes of ‘X Not-B’ and ‘B Not-X’. And the two complementary classes of ‘X B’ and ‘Not-X Not-B’ have gone out of the set, and that is the technical definition of compulsive games play.

The games play is compulsive simply because it cannot be ended. There's no way to end the game at this point because the complementary postulates have gone. The opposed people cannot occupy those complementary postulates because they're out of the set, you see.

The set's just reduced to the games classes. The postulate classes now, one is gone, two is present still, three is present and class four is gone so you're left with just classes two and three which are the two games classes, and that is the technical definition of 'compulsive games play'.

And that is how games play becomes compulsive in this universe, it stems from the law of the complementary postulate. Now in terms of the 'To Know' goals package what would this look like, a compulsive games condition? Well the person is either in a state of 'Must be Known' facing an opponent who 'Mustn't Know' or he's in a state of 'Must Know' facing an opponent who 'Mustn't be Known' or visa versa giving a total of four possible games classes in all.

In other words, whichever one of the four postulates in the set he's in, he's facing the opposition postulate. That's another way to put it. The set reduces to only two games classes but there are four possibilities because there are four postulates in the set. So whichever postulate he occupies he's always facing the opposition postulate. He's never facing a complementary postulate because they've gone out of the set.

Now that is compulsive games play. Now there is one other characteristic that goes with compulsive games play and that is that the law of scale that goes with the postulates of "maximum intensity down to zero point and out through to minus intensity" vanishes. That law goes out and simply becomes plus intensity or minus intensity.

In other words the person is in there pitching full steam the whole time and there's no zero point, there's no point ever where there's no postulate in games play. They're simply full intensity all the time they're playing the game. The game is continuous, in other words, there's no point where they stop playing it. They can't stop playing it. You see?

It's compulsive so there's no zero, there's no null point, there's no zero point on the scale for any of the postulates, so that law of the scale goes out when we go into compulsive games play. So in compulsive games play the law of the complementary postulate has gone out, and also the law of the scale, has gone out. All that's left is the 'law of a thing cannot both exist and not exist simultaneously'.

In other words that same law that governs the objects in the universe, it governs objects and classes in the universe. So once the postulate set goes into compulsive games play, once games play becomes compulsive, postulates obey exactly the same law, logically, as do classes and objects in the universe. And the postulates can be manipulated as such in a logical system, which is very interesting.

While we're dealing with compulsive games play we can use the same logic for postulates as we can for classes, but once we go into non-compulsive games play, voluntary games play, we have to realise that we can't use the same logic for postulates that we can for objects because the postulates obey two other laws. You understand that?

These are technical basics that we're dealing with. It would actually be possible to formulate a mathematical logic, which allows for these extra qualities of postulates in the natural native state including all the laws that govern postulates. In other words, a logic which governs postulates in non-compulsive games play.

If I get some time one day I might see if I can formulate such a logic but it's not really necessary to do so. Any logical constructs you would need or I've ever needed when dealing with postulates are included in the application of Boolean algebra to postulates.

Boolean algebra has always been sufficient for understanding compulsive games play. So I simply treat the postulates as if they were objects and classes of objects, and so forth, and the answers

come out right, of course, simply because in compulsive games the postulates can be handled as if they are objects. The logic is the same. Now all this might seem very far-fetched and one might be wondering what this has got to do with everyday life and every day auditing experience, and so forth. Well it does have some very important ramifications, compulsive games play has.

It does allow us to get a tremendous understanding of life. For example, what are the relationships in our XB postulate set when the games play is compulsive. When the XB class is reduced to zero and the Not-X and the Not-B class is reduced to zero, and the set only consists of X and Not-B or B and Not-X, just what is the relationship between X and B.

Identifications in Compulsive Games Play

Well the relationship between X and B is that X = Not-B, that is the relationship between the postulates. Ouch! We have an identification in the set, an identification occurs within the set, in the postulate set in compulsive games play.

Once compulsive games play is undertaken, there's an identification between two of the postulates in the set and the identification is between X and Not-B. X = Not-B and B = Not-X, another identification in the set.

In other word if the games play became compulsive in the 'To Know' goals package then 'To Know' in the mind, would become identical with 'To Not be Known' and 'To be Known' would become identical with 'To Not Know'. Now is there any justification for this, any application of this, do we certainly see this sort of thing going on in everyday life? Indeed we do... indeed we do.

Must be Known Identification

Let us take an example of the person who is compulsively assertive. He's being known, he's making his presence felt, he's laying down the law, he's thumping the table. Well if you've ever met such a person or been in the presence of such a person you'll know one thing this person cannot do. That is he cannot know anything. He cannot receive any communication while he's in that state of mind.

[Note: Dennis is stating that the 'Must be Known' is adopting the 'Must Not Know' of his opponent and applying it to himself. This is an 'Exclusion Postulate' which he discusses in the next section.]

So he's in a state of 'Must be Known' and 'Not Know' and the two are identical. While he's in the state of 'Must be Known' he's in a state of 'Not Know'. So he can't know, he can't receive any communications, while he's in this state of compulsive 'Must be Known'.

If you've ever tried to talk to an angry person you'll see this same thing. He's assertive, he's angry. You can't get through to him while he's angry. He's got to cool down. Once he cools down then you can talk to him, converse with him. He'll then receive more messages. But while he's in this

state of compulsive 'Must be Known' he can't receive messages, simply because 'Must be Known' equals 'To Not Know'. The identification is in the set.

Must Know Identification

All right let's give another example in the 'To Know' goals package the 'Must Know' postulate can become compulsive. And when the person becomes compulsive 'Must Know' can be associated with the person wanting to hide. We get the example of the old lady peering out from behind her curtains and watching people walking up and down the road. You see? We get the nosey parker hiding in the bushes, You see? Compulsive 'Must Know' with compulsive 'Mustn't be Known'. So 'Must Know', 'Mustn't be Known' become the identification there.

[Nosey Parker: a person who is too interested in what other people are doing]

Mustn't be Known Identification

Also in the 'To Know' goals package when it becomes compulsive a person who is in a state of 'Mustn't be Known', in a state of hiding, you'll find that they are always furtively looking out to see if anyone is looking at them.

Everyone's aware of this phenomena of the person in compulsive hiding. The person's hiding in a house say, they've got all the shutters drawn, the urge to put aside a shutter and peer outside and see if anyone's looking in is almost irresistible. You see? The 'To Not be Known' is identified... is equal to, is identified with the postulate 'To Know'.

Must Not Know Identification

Finally in the 'To Know' goals package the person is dramatizing 'To Not Know' he's highly rejective, highly rejecting, well he's going to be noisy. I don't know whether you've noticed this, you probably have, but all protestors are noisy. I've never heard of people quietly protesting. Well a protestor is dramatizing a 'Not Know' postulate and he does it noisily. There's no such thing as a quiet protestor. See?

'Not Know' is identical with 'Must be Known' and 'Must be Known' is assertive, so he's asserting his protest because the 'Not Know' postulate is identified with the 'Must be Known' postulate.

Summary

So we have plenty of validation of this datum from the basic 'To Know' goals package, and it applies to every other goals package too, I can assure you. It's not peculiar to the 'To Know' goals package that identification is there in compulsive games play.

That the X = Not-B and B = Not-X in the postulate set in the goals package. In terms of propositions; the propositions are:

- if X then Not-B
- if Not-B then X
- if B then Not-X
- if Not-X then B

They are the propositions if you want it in terms of propositions and the identification is:

- B = Not-X
- Not-X = B
- X = Not-B
- Not-B = X

They are the identifications in the set.

Identification and Dianetics

43 years ago in 1950 Ron Hubbard published a book called "Dianetics Modern Science of Mental Health" and in that book he postulated a thing called the reactive mind and he said that the logic of the reactive mind contains an identification of A=A=A. You recall that? In Dianetics it was one of the foundation stones of Ron's reactive mind theory, was the identification in the reactive bank "A=A=A" and the analytical mind, he said, didn't contain this identification. The reactive bank was locked into a fixed identification pattern. Now, could it be. Could it just be! Could it just be that when we look at compulsive games play with the compulsive identification in the postulate set, are we looking at the same phenomena that Ron Hubbard was looking at when he said that a reactive bank contains an identification of A=A=A? Could it be?

Yes it is! It is! We are looking at exactly the same phenomena when we're looking at compulsive games play we're looking at the A=A=A of the reactive mind. Now Ron, Dear Ron, for all his tremendous qualities as a man, as a researcher and he was a genius, but he was no logician, and he was unable to put this subject onto a logical foundation.

I've been able to do this and been able to put this subject together, and we have got the subject of postulates and the laws governing the postulates, games play, compulsive games play and the identification and we're back where we were. We're now validating Ron's data of 1950. This is it! This is it. We've found it. He never could find it. He could never explain why the reactive bank had an A=A=A identification but now we know why it's in there.

It comes from compulsive games play and we know how games play gets compulsive in the universe from the postulate set. We have the whole thing now. We've got all the bits and all the bits fit together, we've completed Ron's research on the subject of Dianetics in terms of the identification in the reactive bank. So is it any wonder at Level 5 when we erase these goals

packages and break these false identifications in the postulate sets at Level 5, Level 5A and Level 5B where we erase the goals packages and break these identifications that we're just breaking up the reactive mind itself. Yes, exactly. That is exactly and precisely what we are doing. We're breaking up the A=A of the bank. We're just tearing the bank apart at Level 5.

The Double Bind

There's a technical name we use for an identification in a postulate set or an identification in any general set and that is a double bind, I use the term double bind to indicate a false identification. A false identification is a double bind in a postulate set.

The term double bind is not originally my own. I first came across the term double bind in a reference to a book written by an anthropologist by the name of Gregory Bateson who wrote a book in the 1950's, I believe, or round about then 1940's, 1950's, and he used the term double bind in terms of an identification.

I don't know exactly how he used the term because I never read the book, I've only read references to the book, but I do know he used it in terms of an identification so I'm carrying on the use of the word when we talk about this false identification.

[Gregory Bateson published 'Steps to an Ecology of Mind' in 1972, which is essential reading here. You can also look up an article about him in Wikipedia that mentions the double bind, though it should be noted that Bateson's definition of a Double Bind is more complicated and more involved than what is presented in TROM.]

False Identifications

And it is false, I mean, let's face it, in a postulate set to say that 'To Know' is equal to 'To Not be Known' and that 'To be Known' is equal to 'To Not Know', I mean, let's be realistic these identifications are false, they are false identifications. They are a pack of lies. They are whoppers of the first order. They're false identifications. So when we call these false identifications of the postulate set we call them double binds, double bondings, double binds.

And one of the prime objects of Level 5A and Level 5B is to break these double binds in the postulate sets, to break them in the reactive mind. To return the persons thinking back to the rationality of non-compulsive games play and breaking the false identifications. To return to being able to once again see similarities and differences between things, what Ron so beautifully explained in Dianetics, that the analytical mind works in differences and similarities and the reactive bank works in identifications.

Exclusion Postulate

Now there's just one final subject I want to cover on this matter of the compulsive game play, and that is the subject of what's called the Exclusion Postulate. We see that when games play becomes compulsive that there is always a false identification.

That when the person is in one postulate he's actually in two postulates and it's called twin postulate games play. It's a compulsive games player with twin postulate games play. He's quite incapable of adopting only one postulate. Whenever he adopts one postulate he adopts its twin, the one it is identified with so he is always in two postulates.

He's in a games postulate and he's in this other postulate which is somewhat hidden, you don't have to search for it very far, it's there if he's in a state of compulsive games play. And we call this other postulate the Exclusion Postulate.

Now, why do we call this postulate the Exclusion Postulate? Well simply because it excludes him, it excludes the games player out of the class of the opponent. Out of the class he's trying to drive the opponent into.

In other words his games postulate is trying to drive the opponent into a certain postulate and his exclusion postulate keeps him out of that class that he's trying to drive the opponent into. In terms of the 'To Know' goals package if the person is operating on 'To be Known' and the games player is compulsive, his opponent would be occupying 'To Not Know'. So the person occupying 'To be Known' would also be operating on a 'To Not Know' postulate but the 'To Not Know' postulate will be keeping him out of the class that he's trying to drive the opponent into.

Now you say, "Well, what the devil? Why doesn't he want to go into that class?" Why doesn't he want to go into that class?" Well it's not particularly obvious in the 'To Know' goals package but let's take a more destructive goals package.

Let's take the goal 'to stab', now a person in a stabbing game has two things he wants to do he wants to stab the opponent but he doesn't want to be stabbed. So the games play is compulsive. He's occupying the class of 'to stab' and 'to not be stabbed'.

His games postulate is 'to stab' and his exclusion postulate is 'to not be stabbed' and the postulate 'to not be stabbed' keeps him out of the class of 'to be stabbed' which is the class he's trying to drive the opponent into.

The opponent's in the class of 'to not be stabbed' and he's trying to drive this guy from 'to not be stabbed' into 'to be stabbed'.

But the last thing the games player wants is to end up in that class himself. You see that? He doesn't want to be stabbed.

We call it an exclusion postulate, that is the best name for the postulate. So when we look at compulsive games play we're looking at twin postulate games play. The second postulate is always there. There's the games postulate and the exclusion postulate and the exclusion postulate is always identical to the opposition postulate of the games postulate. The exclusion postulate is identical to the opposition of the games postulate.

In other words if his games postulate is 'to stab' the opposition postulate is 'to not be stabbed'. Well that's exactly what his exclusion postulate will be. So he's in two postulates.

Now one of the reasons I've cut this tape for you is that these exclusion postulates; this twin postulate games play shows up with a vengeance when you start dealing with some of the junior goals packages at Level 5B, and it can show up at Level 5A and you start wondering what the hell's going on when you find these.

The person will find themselves in two postulates. They've got their games postulate and suddenly this other postulate turns up which is the opposition postulate and they're sitting there saying, "Oh my god what am I doing with the opponents postulate?" so this is why I'm explaining it, it's an exclusion postulate. This is how I discovered it.

It was only later that I put the logic together. First of all I discovered it empirically. I found it in auditing. I found it in session, then explained the phenomenon. The Exclusion Postulate. I first realised what it was for and then I realised it was identification in the set, and put the set together and got it all out. You see? It all started to come out. So this is one of the reasons why I am cutting this tape.

When the games play is compulsive there's always twin postulate games play, the person is in two postulates. He's got a game postulate, whatever that game postulate is and there will be an exclusion postulate that sits there too and keeps him out of the class that he's trying to drive the opponent into, keeps him out of that class.

Or if you want to put it the other way the exclusion postulate is identical to the opposition postulate to the game postulate. It's identical to the opposition postulate to the game postulate. So we can see two players in compulsive games play, going back to our XB set. The first player is in the class of X and he's got an X games postulate and a Not-B exclusion postulate and the other player opposing him has got a Not-B games postulate and an X exclusion postulate, and there the two have ding-donged at each other.

The general rule of compulsive games play is that in any game there's only one games class involved. In other words there's only two postulates involved between the two players. He's using X as a games postulate and Not-B as an exclusion postulate and his opponent is using Not-B as a games postulate and X as an exclusion postulate. So there are only those two postulates involved in any game. They have got two of them and they've both got the same two but one of them is using one as a games postulate and he's got the other one as an exclusion postulate and the other

guy is using the other one as his games postulate and he's got the other one as his exclusion postulate.

It's a little bit complicated to explain it but it's very simple when you write it down and when you draw it out on a piece of paper. You see the exclusion postulate and you see why I called it an exclusion postulate because it keeps the person out of the class he's trying to drive the opponent into.

When games play becomes compulsive it can become very undesirable to end up in that class. A person might be committing some pretty nasty overt acts in compulsive games play and the last place he wants to end up is to be in the same class as the opponent is being driven into. You know? Like the example of the stabbing, you know. It's all right to go around stabbing people but it's not all right to be stabbed.

You know it's all right for Adolf Hitler to kill 6 million Jews but one thing Hitler didn't want to be was a dead Jew, one that had just been gassed in one of Hitler's gas chambers. You know. That was an intolerable place for him to be. You see? I'm sure Hitler had a very strong exclusion postulate to not be gassed, to not be a gassed Jew. [Chuckle] So much for that.

Twin Postulates in 5A Therapy

The question arises, does this subject of twin postulate games play make any slightest difference to Level 5A, the actual techniques of Level 5A practical? Nope, not in the slightest, once you become aware that they exist you just do the technique exactly as I've given it. The fact that you're operating on twin postulates doesn't have anything to do with it. You treat them as single postulates then you win, every time.

Now you don't have to do anything about these twin postulates just know them as theory and know that they are a part of compulsive games play. You do Level 5A and Level 5B exactly as I've given it. It comes apart that way and it won't come apart any other way I can assure you because the twin postulates of compulsive games play is based upon a false identification.

It's got a lie built into it. The identification is false so any attempt to introduce twin postulates into therapy is doomed to failure because you're simply dramatizing the lie. The truth is single postulates. You'll win at Level 5A and Level 5B when you work with single postulates. You lose all the time if you try and introduce twin postulates to Level 5A and Level 5B, so just note that down. I've tried it. I've tested it all, it only works on single postulates so don't try mucking about at Level 5A and Level 5B with twin postulates. You'll just knock yourself into apathy and make yourself miserable. You're just dramatizing the lie. Just dramatizing the A=A=A of the reactive bank.

Troubleshooting Level 5

Now, finally I want to end up this tape with just a word on the practical of Level 5 here, and relate it to what we've been talking about. When you get some area of the bank or the mind which simply refuses to come apart at Level 5, Level 5A, Level 5B, Level 5C, doesn't matter what it is.

You sweat at it and it simply refuses to erase. Then search for the double bind, look for the false identification. You should have that written up on your auditing room wall, "Search for the double bind." It's always present, there's always a false identification in there somewhere.

You've got a goals package with a false identification in it, with compulsive games play in it and there's a false identification in there somewhere and that is the cause of why it won't come apart Now this is absolutely fundamental, it's the only thing that will stop it from erasing at Level 5. There's nothing else that will stop it. You've simply got a false identification in it and you haven't spotted it. It's in there somewhere. You're going to have to find it.

You know you may get to Level 5C, this happens quite often, you get some object there at Level 5C you're trying to erase it and you can't erase it at Level 5C, well it's probably associated with a goals package which has got a false identification in it. You know, the object has got itself mixed up in games play with this goals package and has become important to the goals package. And the goals package has got itself important to the object. And the object has got itself related to this goals package and the games play in the goals package has become compulsive and you can't get rid of the object in the mind.

Well what you've got to do, you've got to knuckle down and erase that goals package. Then the object will vanish, it will erase easily. There are no exceptions to this rule. If it's not coming apart at Level 5A, B, or C there's a double bind, there's a false identification and there's a goals package here somewhere and you haven't erased the goals package. There's a false identification and it's to do with the goals package there. There's a goals package with a false identification in it, which is associated with this area and it simply won't come apart until you break the identification in the goals package.

So don't try and put me through hoops, poor old Ron Hubbard used to be put through hoops on this, you know, people write in and say, "I've done all your techniques Ron, and nothing happened" and poor Ron had to burn the midnight oil.

Well I'm not going to go through hoops on this one cause I know, I've burned the midnight oil myself on this and there aren't any exceptions. If it doesn't come apart at Level 5 then you haven't completed Level 5. There's a false identification, there's a goals package in there somewhere and with a false identification and that's all that can stop it from erasing at Level 5.

That is very important data. It's only this A=A=A of the bank this false identification of compulsive games play that can prevent erasure at Level 5 and that is what Level 5 is there to take apart.

It needs this powerful technique of Level 5 to break this false identification in the goals package. Only Level 5 will break it, but sometimes you get stuck on the false identification and you say, "Well Level 5's not enough to break it." Well, it is, if you back it up to the right area it is powerful enough to break it. So it's no good trying to put me through hoops on this one.

If you write to me and say, "Well I tried it all and I still got this thing and it won't erase at Level 5." I'll say, "Well, just complete Level 5. Go back and go through Level 5A again. Go back through Level 5B. Find another goals package, there's one there somewhere." And the chances are that it's one of these goals packages that I happen to know has a false identification in it.

Like the 'To Sex' goals package. I happen to know that one has a false identification in it. Ever since human beings adopted gender specialization and human beings were born either as males or females it's got a built in false identification, that goals package has.

So if you get anything associated with sex and it won't erase well just erase that, because if you erase that 'To Sex' goals package then it will all come apart. I've been through all these hoops myself, Greg, on this one you know.

I burnt the midnight oil, I've said to myself, "Dennis, there's got to be other techniques here to take these things apart." and, "I can't get this apart." Every time I've said that and I've looked into it further, I've realised I've come across a god damned false identification of a goals package there which I hadn't spotted and once I took the false identification apart, took the compulsive games play apart, erased the goals package, it all came apart swimmingly. It all came apart exactly as the textbook said.

So I wanted to say those final words on this subject. It's all there at Level 5A, B and C plus the little bits I've given you, that little addendum I gave you there. It's all there, you don't need any other practical to take a bank apart.

Level 6

I'll say it now, if I ever come up with a Level 6. It won't be anything to do with taking the bank apart it will be to do with something quite different. It will be something to do with the anatomy of creating sensations or something like that. It will be something quite different than this whole subject of the reactive bank because as far as I'm concerned that is a solved problem at Level 5. Level 5 ends that.

You start taking the bank apart at Level 1, you continue with Levels 2, 3, 4. You finish it at Level 5 and when you're finished Level 5 that's the end of the bank. It's gone. There's nothing else there. There's no bank. There's no more bank left, that's it. And if there's still bank there, then you haven't completed Level 5.

Now that's my final words on the subject and I'm not going to be burning midnight oil on the subject. I've done enough burning of midnight oil on my own bank without burning midnight oil

on other peoples. So I see I'm getting to the end of this tape Greg, so all the best for now and ta ta.

End of tape

Level 5 : Tape 4 – Expanding on Level 5

6th May, 1993

Hello Greg, this is Dennis here and today is Thursday the 6th of May 1993 and although I'm cutting this tape on this date I won't send it to you until you get back from the USA because you've got enough on your plate at the moment. So I'll delay sending it to you until I'm sure you're back.

Now this tape is the fourth and I assure you the final tape of background material for Level 5 of my technology. It's the fourth and final and it's in addition to the one on the background material, which is my reply on the subject of Unstacking and it was also in addition to the one I sent you on the subject of Dissociation and it's in addition to the recent one I sent you which covers the subject of Exclusion Postulates and so forth, the recent one, which was just a few weeks ago.

So there are a total of four in all, Greg, in addition to the Level 5 material. Whether you issue them as separate to the original write-up or whether you somehow add it as an addendum to the original write-up is entirely up to you. I don't mind actually either way.

It's background material, that's all. It's simply expansion, background material. The Level 5 as it stands; as I've given it to you is sufficient, it's all there. These four tapes would help a person in doing Level 5. Levels 1 to 4 are quite ok, they don't need any expansion, but Level 5, this background material, would help. These four tapes would help a person doing the background material on Level 5.

So I leave it entirely up to you the way in which you issue it. I suppose if pushed my preference would be that it would be issued as separate material, as just background material to Level 5 of the technology.

Ionisation Test

Now there are two things I want to take up on this tape. First is the subject of ionisation. Now almost everyone who's done any high school physics is familiar with this subject of ionisation and anyone who has switched on a strip bulb is also familiar with a practical application of this subject of ionisation.

Just briefly in the physical universe if you pass a positive electric charge through a gas, the gas tends to ionise, the molecules are ionised positively and some, I don't know which ones, but some of these elements when so ionised, will glow.

Neon for example, the inert gases, glows a yellowy orange colour, some glow green, some glow white in colour, some a ruddy colour. And this is the basis of strip lighting. To make a strip light they simply evacuate the air out of the bulb, put in an inert gas, which they know will ionise and they coat the inside of the tube with something which will amplify the ionisation effect. And the overall effect is that they get a 40 watt strip bulb, strip lighting, the principle is ionisation. Anyway that's the principle in electricity in the physical universe of ionisation.

Now I'm using the word to explain a principle that will show up at Level 5 and will puzzle a person unless they know what's going on. The subject of ionisation occurs when a person, usually in the grades of OT, starts to put postulates into mass in the universe. Whether he's putting postulates in the mass of the physical universe in present time or whether he's putting postulates into the mass of the universe in the past or whether he's putting it in the mass of his pictures, doesn't make any difference.

When he starts putting postulates into mass this phenomena of ionisation will occur and it's a useful one to be familiar with. Now this is the way it works. That as soon as you put any postulates into any mass you're going to trigger this subject of ionisation.

Now the rules of ionisation, as far as postulates are concerned, are very straightforward and very simple. And I'll give them to you so you'll know what to expect when the phenomena shows up.

All Erasable Goals Packages Have Two Positive Legs

First of all let's consider any erasable goals package, let's take the 'To Know' goals package the basic goals package 'To Know' but it is applicable to any erasable goals package. All erasable goals packages have two positive legs and for example in the 'To Know' goals package the two positive legs are 'To Know' and 'To be Known'.

Now if you put either one of those two postulates into mass, the mass will ionise either white or coloured. The usual ionisation colour is white or it may be a creamy colour or yellowy colour. The mass will actually go white or go yellow or creamy or it may go coloured, any colour of the rainbow but that's very uncommon. The most common effect is white or creamy.

The two negative legs of the 'To Know' goals package, that's 'To Not Know' and 'To Not be Known' the mass will go black, will ionise black.

Now that is true for the 'To Know' goals package and it is true for any erasable goals package, it's true for any erasable goals package. So immediately ionisation gives us another test for an erasable goals package.

The Old Test of Erasability

We already have an old test for an erasable goals package; is the 'To Blank' leg of the goal opposed to the 'To be Known' leg of the basic package? If the positive 'To Blank' leg of the goal being tested is opposed to the 'be Known' leg of the basic 'To Know' goals package then the goal is un-erasable.

Example: the goal 'to destroy'. Well the goal 'to destroy' is obviously opposed to the goal 'To be Known' if somebody's trying 'To be Known' and somebody comes along and tries to destroy them, they are obviously opposed to their postulate 'To be Known' so the goal 'to destroy' cannot be formulated into an erasable goals package.

That's our old and a reasonable test, and it's a very valid test. It's a test that you should always undertake. You should always undertake that test. So we can add to that one, we can add now the subject of ionisation we simply put the two positive legs of the goals package to be tested, the 'To Blank' and the 'To be Blank(ed)' legs of the package to be tested. We put the postulates into mass in the environment and see what happens. If it ionises white or coloured then it's erasable. If it ionises black it's un-erasable.

So the difference between an erasable goals package and an un-erasable goals package in terms of ionisation is that with an erasable goals package, the two positive legs will ionise mass white or coloured and the two negative legs will ionise the mass black.

Whereas a non-erasable goals package all four legs of the goals package ionise the mass black. So there's the test, a very simple test. Unfortunately it can't be used much early on in therapy. A person has to come up the line a bit and get familiar with putting postulates into mass before the ionisation effect begins to show up in any detail. So it's a later on test. Unfortunately it can't be used much with any sensitivity early on. But never the less it's a valid test.

Four Tests of an Un-Erasable Goals Package

So to finish off this subject of ionisation I'll give you the four tests of an un-erasable goals package. It's very vital to determine whether a junior goals package is erasable or un-erasable. If you can determine it before you play with it in therapy you can save yourself a lot of heartache, a lot of apathy, a lot of misery and a lot of upset, because trying to erase un-erasable goals packages is murder, it is blue murder, I can assure you.

So it's very important that we have a whole battery of tests we can use. So we can be absolutely sure from the very outset that any goals package we wish to test we can find out immediately whether it's erasable or un-erasable.

Test 1

So the first test is: If it's un-erasable the positive 'To Blank' goal is opposed to the 'To be Known' leg of the basic package. That is our first test and that's still our most important test. That's the one you should always try first. It's an obvious test so that is the one you do first.

Test 2

Now the second one is: If the two positive legs of the goals package you're testing ionise mass black then it's an un-erasable goals package.

Test 3

Now there's a third test which is an awful test but it is a test: The goals package is un-erasable if you get a black field, and a rising tone arm, much apathy with no relief when you try to erase the goals package. I'll give it to you again, you get a black field, a rising tone arm, much apathy with no relief, get that, that's important, there's no relief, with no relief when you try and erase the goals package in therapy.

If you do this, the cure for this state of affairs, the only cure for the apathy and the black field and the rising tone arm, the only cure is to re-null the 'To Know' goals package at Level 5A. That's the only cure is to re-null the 'To Know' goals package at Level 5A and all the unwanted symptoms will vanish by magic if you do that. That's one of the magics of the basic 'To Know' goals package.

Test 4: The Games Goals

Now the fourth one. There's a class of goals which are called games goals. Now a games goal has no meaning outside of games play. That is the definition; it is a technical definition of a games goal. An example of a games goal is 'to win' or 'to exploit', or 'to play'. Quite clearly the goal 'to win' has no meaning outside of the games play. The goal 'to exploit' has no meaning outside of games play. The goal 'to play' has no meaning outside of games play. You see that?

So that's a technical definition, they're games goals. Now the datum is that all games goals are un-erasable. They're un-erasable. The reason why they are un-erasable is because the games goal has no meaning outside of games play, it has no complementary postulates and therefore it won't erase. See it has no meaning outside of games play.

A game, you see, consists of conflicting postulates and if a goal has no meaning outside of games play then it only consists of conflicting postulates. It has no complementary postulate, therefore it will not erase in therapy. It cannot erase in therapy because it has no complementary postulates in the set.

For example: what we call technically a game goal has a one game class postulate set. Let's take the goal 'to exploit', I'll show you what I mean by this. We take the goal 'to exploit'. The only class in this set that is active in the goals package is 'to exploit' versus 'to not be exploited'.

When you look at the game of exploitation it's always that. That is the only game that is played in the set is 'to exploit'. Somebody's an exploiter and he's trying 'to exploit' somebody else who doesn't want to be exploited." So it's 'to exploit' versus 'to not be exploited' and that's the only class in the set.

Nobody's going around wanting 'to exploit' and finding people who want 'to be exploited'. Nobody's going around wanting 'to be exploited', and being opposed by somebody who doesn't want 'to exploit' them. Nobody's going around not wanting to be exploited and somebody over there who doesn't want to exploit them. These are all null classes in the set.

The only class that has any meaning in the set of a games goal is the goal 'to exploit', as the example shows the goal 'to exploit' versus 'to not be exploited'. So it's a one games class postulate set. It's a one games class goals set, so there's no complementary postulate so the games goals will not erase in therapy. They are un-erasable.

Games Goals are Insidious

The games goals are rather insidious. They're very insidious; it took me a while to puzzle them out. I got a call on games goals while I was researching this material and they won't erase and they showed all the effects of un-erasability. You get the apathy, you get the rising TA, the rising tone arm, you get the black field and so forth, but the 'To Blank' leg of the goal doesn't apparently oppose the 'To be Known' leg of the basic package, and they don't obviously obey the ionisation rule.

You can get the goal 'to play' for example and you can put that goal out, 'to play' and 'to be played' and you'll find that they don't obviously ionise black when you ionise mass with the goal. So they tend to pass the ionisation test.

But once you spot that they're a games goal you avoid them like the plague. They're certainly un-erasable. There's no way in the world you can erase a games goal in therapy. It's because it's got no meaning outside of games play. It's simply a goal which is part of games play. And because it's got no meaning outside of games play it's un-erasable, because it's got no complementary postulates in its set. Follow?

Summary

Those are the four tests of an un-erasable goal. The opposition test, being the first one. It's opposed to the 'be Known' leg of the basic package. The ionisation test. All four legs of the un-erasable goals package ionise mass black. The third one is you get a black field with rising TA, apathy with no release when you try and erase the goals package, that's the third one. And the fourth one, an un-erasable goals package is a games goal. And these are the only four. There aren't any others, you've got all of them there now. I know of no others. There are the four. By the use of those four criteria you can sort out whether any goal is erasable. I mean, obviously the list is complete because if you were completely uncertain the final thing to do is to simply test the goal. Try and erase it. And if it starts to kill you it's un-erasable. And there's no relief and the tone arm goes up if you're using a meter or your field goes black and you get lots of apathy and the tone arm goes up and so forth and there's no relief. Well it's obvious it's an un-erasable goal. And that's the final test. It's a pretty awful test to have to make but it is a test. So we can test them all, within that set of four tests we can test any goals package set. We can always come up with a positive answer one-way or the other. We can find out whether a goal is erasable.

There's a lot more to this subject of ionisation but that's its immediate application to Level 5. That's its immediate practical application to Level 5 is this subject of testing for an erasable or un-erasable junior goals package.

Junior Goals Packages

My final words on the subject of junior goals packages is stay with the list that I've given you. You have a list of the most important junior goals packages, there's only a dozen or so of them, and you have them plus the goal 'To Reason', that's an important one and should be added to the list.

Outside of that list that I've given you there's probably another 20 or so, 15 or 20 that can be found, which are erasable but they're of minor importance and they will all come to light on the list that I've given you. So fiddling around looking for obscure erasable junior goals and hoping that that will provide salvation for you is really one way to waste time in therapy.

The key goal is the goal 'To Know' at Level 5A, concentrate on that and then when that goes null on you and you can't get any more change out of that then go on to Level 5B and work on the list that I've given you and then go on to Level 5C, and then call it a day.

Don't spend hours and hours fiddling around chasing up obscure junior goals packages and testing them for erasability, it's a complete waste of time. I've given you all the important ones, the 'To Know' goals package and the important junior goals packages, all the rest are quite trivial anyway, so you really don't have to do any searching at all, cause I've given you the data.

Bodily Goals Packages

Now the remainder of this tape I want to take up bodily goals packages. They do have some importance in therapy. You will find them on my list of junior goals packages. Well two of them. There's the goal 'To Eat' and the goal 'To Sex'. The human spirit shares these goals with the subject of the body, the body is acting on both those goals packages and so they do need a little bit of amplification, those two goals packages do.

The 'To Eat' Goals Package

The easiest of the two to erase is the goal 'To Eat'. That is really a breeze. Unless the person has a lot of specific psychological difficulties on the subject of eating, and that's only a minority of the population. These people know who they are, if they have eating problems. I don't mean things like indigestion, I mean definite psychological problems. You know, the person is overeating or compulsively eating or compulsively starving.

If they're doing either of those things they've got a specific eating problem and the goal 'To Eat' will be a specific cure for the condition, but this is a minority of the population. For the majority of the population, the goal 'To Eat' although it's shared between the human spirit and the body, they both share this goal, the goal is erasable, and it's a very easy one to erase. Now why is the goal 'To Eat' a very easy goal to erase? Because, and here is the key datum, because games play in the 'To Eat' goals package is not completely compulsive. It's not completely compulsive. The human body,

normally, most of the time, operates on the basis of 'Must Eat' and 'Mustn't be Eaten' that is the most common class it sits in. It 'Must Eat' and it 'Mustn't be Eaten'.

So that's one class in the set but the other class in the set 'Mustn't Eat' and 'Must be Eaten' the human body can just get into that class. So that class is available to the human body. And so it can occupy the four classes of 'To Eat' and 'To be Eaten' and 'To Not Eat' and 'To Not be Eaten'.

In other words the human body can just occupy all four classes in the set and so games play is not completely compulsive. The key is that the human body can just tolerate being eaten. It can only just barely tolerate it, it doesn't like being eaten, but it can just barely tolerate it and because it can just tolerate it the goals package 'To Eat' is very readily erasable.

It doesn't pose any great difficulties to the average person. It will only pose difficulties to a person who has psychological difficulties on the subject of eating. That person can expect to have a ball erasing the 'To Eat' goals package.

So when I say the human body can have some slight tolerance to being eaten but doesn't care for it, I'll give you an example of that. For example, even a tiny thing like a mosquito bite or a gnat bite, which is a tiny insect, you know, a very tiny insect taking a little tiny bite out of the human body. The body's response to that is enormous. It simply doesn't like having even little bits nibbled off of it by other life forms but it can survive it. It doesn't completely go into apathy and die when somebody tries to eat it.

It does have some slight tolerance to being eaten, but it doesn't like it one little bit. But it can tolerate being eaten to some slight degree. So that's its saving grace on the subject of eating and it allows the 'To Eat' goals package for the majority of the population to be fairly readily erasable.

And it's no great deal, the 'To Eat' goals package is. It erases rather readily and it's not particularly therapeutic. But it will be highly therapeutic to those people who have specific eating problems and either because they’re compulsive eaters or compulsive starvers.

They will have a ball as I say on the 'To Eat' goals package.

The Eating Game

I'll give you the main strategy of the eating game that all life forms use. The whole idea of winning the eating game, how to win the eating game. The inner secret of the inner secret is to try and convince your opponent that you're inedible, that you can't be eaten. If you can convince your opponent that you can't be eaten you've won the eating game and that is the main strategy of life forms.

Their strategy is to go around and convince other life forms that they can't be eaten and they are inedible. If you can do that you've won the eating game. It's a pretty miserable game but there it is. That's the main strategy.

You find plants doing this, you know, they fill themselves up with rather poisonous chemicals and along comes an animal and takes a nibble off the plant and the animal goes away and gets a tummy ache and the animal reckons "Well I won't eat that plant again." And the plant says, "Ha Ha I've now convinced that animal that I'm inedible." You see?

So the animal won't eat him any more. So there it is, he's won his eating game. So that's the main game strategy in the eating game, is to convince your opponent that your inedible. And really it's a very simple game. It's an almost naive game, the eating game is, because that's its only strategy.

The 'To Sex' Goals Package

Ok, so much for the 'To Eat' goals package, now we come to the 'To Sex' goals package and I wish I could say the same thing for the 'To Sex' goals package, but it's a bodily goals package, the human spirit shares this goals package with the human body and the two jog along there.

You think, "Oh well, the 'To Eat' goals package is a bit of a breeze, we just hope that the 'To Sex' goals package is a bit of a breeze." Well the average human being when he walks into the 'To Sex' goals package, he will walk into a brick wall. He will go kathumk, thud, flunk and he will end up flat on his face.

So I do need to give you some background data on the 'To Sex' goals package. I've had to wrestle this data out the hard way, really I have. I mean it's been a slugging match getting this data out and finding out there's an awful lot of significance in this subject of sex in human beings.

Put it this way, if there was a malevolent God who knew all about goals and goals packages and was sitting up on high and looked down on earth and saw all those human beings and he, with malice aforethought, decided to make the subject of sex absolutely un-erasable for human beings psychologically he couldn't have done a better job of it the way it is. He couldn't have done a better job. It is virtually un-erasable except with a highly specialised technology such as we have here at Level 5.

Level 5 will get this goals package apart. It will get it apart but I can assure you there's nothing else will get it apart. There's nothing that I know of, Freudian psychotherapy won't get it apart, Scientology won't get it apart, Dianetics won't get it apart, hypnosis won't get it apart, I know of no other psychotherapy or any form of psychological approach that will clean up this subject of sex out the human mind and completely relax the human being on the subject of sex except this technology that I have. So that's the position on the subject of sex.

Games Play in the 'To Sex' Goals Package is Totally Compulsive

It's a nightmare which you pick your way through and unless you know what you're doing you're going to fall flat on your face. Now the reason that it's a nightmare, the basic fundamental reason

that the 'To Sex' goals package is a nightmare is simply because the human body has adopted gender specialization.

Human beings are born either as males or as females. They are not born as both and they are not born as neither therefore as far as the human body is concerned the 'To Sex' goals package is a compulsive games play. Games play in the 'To Sex' goals package is totally compulsive as far as the human body is concerned.

History of Sex in the Universe

Now it will be useful to give some background material on the subject of sex and to see how it got into existence in the universe because this will give a person some idea of what they are up against.

Asexual Reproduction

Very simple life forms like bacteria, viruses etcetera they don't use sex as a means of reproduction. They reproduce asexually and they do this by cell splitting. The bacterium when it wants to reproduce it simply splits itself into two bacteria and the two go their separate ways and this is the same for viruses and the same for paramecium and so forth you see floating around in a pond. Now cell splitting is cloning. So as far as the biological traits, the genetic traits, the offspring is exactly the same as its parent. If a bacterium splits in half, the two halves biologically and genetically speaking, in terms of their DNA and so forth are completely identical. There's no difference at all. And evidently for a long while in the universe this went on. And the old cell splitting of single cell creatures still goes on. You can see it in any pond if you care to get a decent microscope and have a look you'll see it going on. You can see these single cell creatures splitting.

Sexual Reproduction

As life forms became more complicated, more complex, there was a move, an urge in life towards a more comprehensive way of reproduction, something which allowed them to get more data, you might say, in their genetic structure and so the subject of sex came into operation.

And essentially the system is very simple. You get two members of the species, they both contribute a cell and each cell they contribute contains half their genetic material. The two cells combine and grow up and becomes a separate individual and it shares the genetic material of both of the parents.

You might say the two beings give birth to the other creature and this works better. It does work better as far as survival is concerned, because it allows more variation of genetic material, it did allow these primitive creatures to survive better. Now the earliest life forms. The earliest attempt along these lines was that the two cells that were contributed became a male cell and a female

cell. And early on there was very little difference between the two cells but later the female cell became larger and more complex and the male cell became the very rudimentary sperm.

Bisexual Reproduction

In the earliest creatures we find that any creature could be both male and female. Now these are known as the bisexual creatures. There are plenty of them about on the planet still today. They are bisexual creatures, and they are both male and female.

Many trees are both male and female and although their male cells can't fertilise their own female cells, they've got some provision in their genetic code which prevents this from happening. Their male cells can fertilise the female cells of the same type of tree providing it's another tree and their female cells can be fertilised by the male cells from another tree of the same type of tree.

So the creature gets a double advantage it gets a double advantage there by being both male and female it can reproduce in two ways you might say. Earth worms are also bisexual. They are also known as hermaphrodites, that's the other word for them, the Greek root hermaphrodites, they're both male and female. In other words two earth worms can meet up and each creature is both a male and a female and the male part of an earthworm can join up sexually with the female half of another earthworm and at the same time its own female half can be joined up with the male half of another earth worm. So they're both capable of fertilizing and being fertilised. Bisexual creatures are very common.

Well as games play became more and more compulsive on the subject of sex in the universe. And this is the only reason why it came about. The games play became more and more compulsive, became more important, the subject did, so that eventually the creatures split off and no longer were bisexual.

They began to adopt gender specialization. You'll find some trees, for example, some trees are bisexual and other trees are male trees and female trees. So some trees have adopted gender specialization and certainly most higher level creatures have, reptiles and mammals and man, all the higher birds, they've all adopted gender specialization to a greater or a lesser degree. Some birds can become male and female, you know, if they lose a male in their tribe one of the females becomes a male. They've all sorts of peculiar mating habits, some creatures have, but the tendency as evolution progresses is towards more and more gender specialization. And the peak is reached in mankind with his complete gender specialization where he's either a male or a female.

Masculinity and Femininity

Now before we go any further we must take a very close look at this subject of masculinity and femininity. These are little junior universes masculinity and femininity, they are junior universes. Now the junior universe of masculinity has an anatomy.

The junior universe of masculinity only consists of the postulate 'To Sex' and the postulate 'To Not Sex'. And the junior universe of femininity only consists of the postulate 'To be Sexed' and the postulate 'To Not be Sexed'.

Now that is about as fundamental as you can get on the subject of masculinity and femininity, they are the basic postulates that govern masculinity, femininity. Masculinity consists of the 'To Sex' and the 'To Not Sex' postulate. Femininity consists of the 'To be Sexed' and the 'To Not be Sexed' postulate.

And those junior universes consist entirely of those postulates. Remember I said that this whole universe in which we live only consists of life and postulates. So it's no surprise to us that masculinity in its final anatomy only consists of postulates, and they are the postulates. There's nothing else there, basically there's nothing else there. It will take you a long time to get that amount of reduction but I can assure you that I've worked it through and that is the reduction and that is the junior universe of masculinity and that is the junior universe of femininity. They are the postulates that those junior universes consist of and armed with that data you can take the 'To Sex' goals package apart. Without that data you won't get it apart, you need that datum to get it apart. That's the key data, that you might say is the inner secret of the inner secret.

The postulate anatomy of masculinity and the postulate anatomy of femininity, once you've got them it all starts to make sense.

The English Word Sex

Before we press on I'd like to mention one of the more curious things about the subject of sex in the English language. That in English the word sex is a noun it is not a verb. This means, in English, we have no verb on the subject of sexual intercourse, for example.

We can't use the verb 'To Sex', it's not strictly the right use of the English because the word sex is a noun. It is not a verb. So when we use the 'To Sex' goals package I'm using it slightly not in accordance with the English language.

The Anglo Saxons had a verb 'To Sex' they called it the verb 'To Fuck' that's Anglo Saxon, but evidently the English are far too genteel to have a verb of that nature. Sex is a noun, it's not something that is done.

Sex is something which exists, you see, somehow it comes into existence spontaneously, I'm being funny, I'm being sarcastic. It's most peculiar. In some languages in the world the word sex is a noun and a verb, but certainly as we're using it in therapy the word sex is a noun and a verb. I'm using it in that context, as a noun and a verb. So 'To Sex' is a verb, I'm using it as a verb. In other words I'm verbalizing the noun, which is a very common thing to do in the English language and I'm doing it for our purposes.

So, language purists, I'm sorry but I'm not going to get into complicated verbs like 'to inseminate' or… or 'to procreate' none of which mean exactly the same as 'To Sex'. If you don't like the word 'To Sex' then use the word 'To Fuck' as that means exactly the same as 'To Sex' does. It's the old Anglo Saxon, and it's a swear word in our English language so even that's not quite acceptable. So we're going to use 'To Sex'.

Gender

Now another curious thing about our English language on the subject of sex is the word gender. The word gender is not supposed to be used in terms of masculinity and femininity as applied to people. It's only supposed to be used in terms of words of a feminine nature and so forth. In other words it's a literary term. It's a grammatical term and the word gender is strictly speaking a grammatical term and you couldn't really say that man is a male gender or female is a female gender. That is not strictly the correct use of the language, but never the less, I'm going to use it in that sense, to hell with the language purists.

If I use the word gender I mean it strictly in the physical sense of masculinity, male gender, female gender, in terms of human beings and human bodies. One is almost led to the inescapable conclusion that the people that put the English language together were very repressed on the subject of sex which is an opinion I would not disagree with.

The Sex Game

Right, well now the time has come for us to take up this subject of how the sex game is actually played between males and females and to how the postulates actually work in the sex game. It's necessary to understand just what's going on.

Usually the game is originated by the male amongst humans. It's not common in all life forms but amongst humans it usually starts with the male. He puts out his 'Must Sex' postulate and he directs this towards the female of his choice and she upon sensing this postulate will immediately go into a 'Mustn't be Sexed' mode.

Now as soon as she does this of course sexual sensation will generate at the boundary between the two postulates because they are opposition postulates. So we have him pursuing her, he's saying 'Must Sex' and she's saying 'Mustn't be Sexed' and she's being pursued. And that goes on and two things can happen there, the most common thing is that in the initial stages the female must be very careful not to overdo her 'Mustn't be Sexed' postulate because in the initial stages if she pushes that postulate too hard she'll drive the male from his 'Must Sex' postulate over to his 'Mustn't Sex' postulate in which case he will lose interest in her.

The situation will then be that she's in 'Mustn't be Sexed' and he's in 'Mustn't Sex' and of course they are complementary postulates so there's no sexual sensation being generated and the game

stops. See? So the female has to watch that if that does happen, that she over does the 'Mustn't be Sexed' postulate and drives him into 'Mustn't Sex', then she must immediately, and will immediately switch over to her 'Must be Sexed' postulate.

She'll switch over to her 'Must be Sexed' and give the come hither sign and this will resurrect his flagging interest now because sexual sensation is again being generated between the females 'Must be Sexed' postulate and his 'Mustn't Sex' postulate so the game is sexually interesting again.

Sexual sensation is again being generated. He will see her "come hither" and start to pursue again. As soon as he starts pursuing again he goes into his 'Must Sex' postulate, of course as soon as she senses it she will go back into her 'Mustn't be Sexed' postulate again. And so that is the full cycle that goes on there.

That's courting, that's the courting play between the sexes. The interplay of the male using his 'Must Sex' and 'Mustn't Sex' postulate and the female using her 'Mustn't be Sexed' and 'Must be Sexed' postulates. The two are used so that sexual sensation is continually generated by the conflicting postulates.

The idea is to optimise the game so that sexual sensation is always being generated between them. The tendency is, because of the game sensation generated there by the conflict between their postulates, that the distance tends to close, tends to close up. So the two tend to get closer and closer together, and all going well, if the courting goes well, they get closer and closer and closer together until actual physical contact occurs.

But still the same postulate structure occurs the male goes into 'Must Sex' the female will go into 'Mustn't be Sexed' and if she over does it and he goes into 'Mustn't Sex' then she will go into 'Must be Sexed' and then he will go back from 'Mustn't Sex' into 'Must Sex' again and she will go back into 'Mustn't be Sexed' so the postulates are always conflicting.

But as long as you bear in mind that the postulates are always conflicting and that the male moves between 'Must Sex' and 'Mustn't Sex' and she moves between 'Must be Sexed' and 'Mustn't be Sexed' and then you've got it.

You understand it. As long as you realise they are both striving for conflicting postulates. So the mystery of the sort of strange courting dance between males and females is understood in terms of postulates. You can trace it out and you will see that it is exactly as I say it is.

Eventually we get to the point where actual coitus is embarked upon but we still get this same pattern of postulates. The male 'Must Sex' postulate now becomes a forward pelvic thrust with his erected penis and the female goes into a 'Mustn't be Sexed' postulate which is a forward sexual withdrawal.

Then the male goes into a backward pelvic withdrawal, that's his withdrawal of 'Mustn't Sex'. The female, while he's in that mode, will go into her 'Must be Sexed' which is a backward pelvic thrust and so you still see the same cycle, the postulates are still in opposition to each other but now we're entering into a bodily level.

We have the male with his 'Must Sex' postulate as a forward pelvic thrust and his 'Mustn't Sex' postulate translates into a backward pelvic withdrawal. The female's 'Must be Sexed' postulate translates into a backward pelvic thrust and her 'Mustn't be Sexed' postulate translates into a forward pelvic withdrawal.

Orgasm

The tendency of course as the terminals get closer and closer and coitus starts is for more and more sexual sensation to be generated and the game becomes more and more frantic until the point of orgasm is reached. Now orgasm is a definite point on the cycle and has a definite postulate structure, and you should know about the structure of orgasm.

Now a male goes into orgasm when he deprives the female of her 'Mustn't be Sexed' postulate and drives her into 'Must be Sexed'. He uses his 'Must Sex' postulate to deprive her of her 'Mustn't be Sexed' postulate and drive her into 'Must be Sexed'. When he considers this has occurred, and it's purely a subjective consideration, when he considers this has occurred he will go into orgasm.

The female goes into orgasm when by the use of her 'Must be Sexed' postulate she deprives the male of his 'Mustn't Sex' postulate and drives him into 'Must Sex' and when she considers she's done this she too will go into orgasm.

The partners can actually work it between them, when they're skilled at the subject, so they both achieve orgasm at the same moment. It needs a little bit of practice but most couples usually manage to do this, and they can both achieve orgasm at the same moment.

There is the postulate structure of the male orgasm. It's a question of depriving the female of her 'Mustn't be Sexed' postulate, then he will go into orgasm. And the female goes into orgasm when she considers she's deprived the male of his 'Mustn't Sex' postulate and he's driven into 'Must Sex', and then she will go into orgasm.

So there is this mysterious subject of orgasm and its postulate structure. Well you say, "So far so good, how is it that we're in a difficult subject? I mean, how come this doesn't come apart routinely? You know, it ought to come apart, we seem to have it all straight."

The First Fly in the Ointment

Well there are one or two little flies in the ointment. The first of them is, and maybe you've spotted it already, is in these bodily motions on the subject of sex, these pelvic thrusts. Now the

human beings have adopted over the millennia face to face coitus which is a most peculiar position for them to complete the sex act.

If you go back to their nearest ancestors, the apes, the chimps and so forth, the male chimp mounts the female from behind and this is very common in all mammals, the male mounts the female from behind. This used to happen in humans too but for the last few millennia they've adopted the front to front coital position as the more common.

Well it still can be practised, the mounting the female from behind, it can still be practised and is practised by humans, but never the less the more common position known as the missionary position, I believe, is the male and the female both facing each other front to front.

But let's consider the ape for the moment. Let's consider an ape. Now a male ape, all his sex life would be in front of him, a peculiarity of a male ape. Now he shares this with the male human that all a male human's sex life is in front of him. When he looks out the sex is occurring in front of him because the female is always in front of the male in the sexual position so it's true for an ape and it's true for a human.

So the human male and a male ape all his sex life is in front of him. But the female ape, she's mounted from behind and it's only fairly recently in human history that front to front copulation has occurred amongst human beings.

There are many more millennia that females were entered from behind on the genetic track. So the human female in common with the female ape all their sex life happens behind her. Nothing happens in front of her. If she's entered sexually she's always entered from behind and this is why the motions of the female of the 'To be Sexed' and the 'To Not be Sexed' pelvic thrust are in terms of a rear entry.

The female, remember, what was said in coitus between the male and the female, the female 'Must be Sexed' postulate is a backward pelvic thrust, which makes a lot of sense if the male is behind her but makes no sense at all if the male is facing her from the front. But never the less it still applies to human females.

They still retain their ape ancestry on this subject and that in terms of physical efforts on the body for the human female the actual physical effort of 'Must be Sexed' is a backward pelvic thrust and 'Mustn't be Sexed' from a physiological level is a forward physical withdrawal.

She still interprets that her sex life all happens behind her, the female does, even though she engages in front to front coitus. Now you ought to know that, otherwise you don't understand these physical motions of pelvic thrusts and the way they work together.

Compulsive Sex Games Play

Now you remember I said earlier on that the games play is compulsive in the 'To Sex' goals package in humans. Now what do I mean by that? Well the 'To Sex' postulate is identical to the 'To Not be Sexed' postulate and the 'To be Sexed' postulate is identical to the 'To Not Sex' postulate in terms of the set and we see this identification very clearly when we get to the physiological efforts in coitus amongst humans.

For example, the female 'Must be Sexed' is a backward pelvic thrust but in terms of pure musculature that is exactly the same as the male 'Mustn't Sex' which is a backward pelvic withdrawal. There isn't any difference between a backward pelvic withdrawal and a backward pelvic thrust they are identical in terms of musculature action.

So the female's musculature action in her 'Must be Sexed' postulate is identical to the male's musculature action in his 'Mustn't Sex' postulate. They're identical. And similarly the male with his forward pelvic thrust of 'Must Sex' is exactly identical in terms of muscular action to the female's forward pelvic withdrawal. There is no difference between a forward pelvic thrust and a forward pelvic withdrawal.

Call it one way or the other but they're identical in terms of muscular action. So you see what I mean when I say that in the human body the games play is completely compulsive. The postulates at a muscular physiological level are identical in motion. You follow? So in games play as far as the human body is concerned 'To Sex' is a compulsive games condition.

The identification is complete there. Now what is the identification in the compulsive games play between the genders? We see the identification between the postulates. Well the identification between the genders is that a male equals a non-female and a female equals a non-male. They are the identifications. Male equals non-female and female equals non-male.

That's just simply another way of expressing the concept that 'To Sex' equals 'To Not be Sexed' and 'To be Sexed' equals 'To Not Sex', it's just another way of expressing it, in terms of the genders. This is not surprising when you consider that the junior universes of masculinity and femininity only consist of the postulates, that I mentioned, only consist of postulates, the 'To Sex' postulates.

You might write it down on a piece of paper so you'll see it immediately that the identification of the genders is that a male masculinity is non-femininity and femininity is non-masculinity. It's cute isn't it. So when I say there is an identification in the 'To Sex' goals package, a false identification there, in compulsive games play, I can prove it. I can prove it. At the physiological level the muscular contractions which the human bodies undergo during the sex act, there's an identification between the contractions. So there's the proof, there's the proof.

So this is not just some airy-fairy all up in the air that I happened to dream up one bright afternoon while thinking about the subject. No, no there is definite evidence to back up what I'm

saying when I say there's a false identification in the 'To Sex' goals package and the subject of humans and that games play is compulsive in that package at a bodily level. In other words you can erase the 'To Sex' goals package psychologically but your body will still be in a compulsive games condition on the subject of sex. You can't do anything about that. It's the way the creatures built. It's built in so you can't do anything about that.

Body Postulates are Un-Erasable

So that is the next important datum to understand that although you can erase this subject psychologically and understand it completely and understand fully what's going on you will not change your body one iota on this subject, nor should you even attempt to try. You'll only upset the body. That's the way the body is, that's the way the body is designed, that's the way the body is built. It's built that way and that's the way the mock-up is and you'll only ruin its health if you try to do much about it. So just leave it alone.

Just erase the goals package for you and understand the body, and understand its peculiarities on the subject of sex and its peculiarities on the subject of compulsive games play in the 'To Sex' goals package. Well you still might say. "Well where's the trouble, why won't it all come apart rather easily? If it is just as you say?" Well I wish it were as simple as I just said it, but there's one (more) little fly in the ointment and it's a rather nasty fly which does really muck the whole thing up and make it very difficult to take apart. And make the whole subject very confusing. Let's go into it.

The Next Fly in the Ointment

We now know enough about this subject of sex to tackle this peculiarity in the human body. It's a purely physical peculiarity of the human being. It doesn't apply to all animals, it applies to many, but it certainly applies to the human animal, to the human body.

Now as I say the human body either comes in male or it comes in female. Now if it's a male body it has testicles and a system for producing male sperm and it has a penis which is a device for delivering the sperm and it has the ability to erect the penis when it's mature to get the sperm into the female. Now it has all this equipment there. And this equipment starting off even in very early childhood has a positive 'To Sex' ionisation. It's there permanently in the body.

Now it's not there permanently in all mammals simply because some mammals you might say, I'm not actually sure of this because I'm not all that good on the subject of animals, I'm not a biologist, but many animals come into sexual season and go out like dogs do. Dogs aren't in season all year round. They have a mating season. Dogs and cats only have a certain mating season. So for most of the year they're simply not interested in sex, dogs and cats, but they have a certain mating season where they become quite frantic on the subject of sex and copulate and have their young and then it's all over and done with and the rest of the year they're not interested in it any more.

Well human beings aren't like that. During the mating season with animals their bodies ionise sexually. They get a sexual ionisation on their gender parts but human beings they're in sexual season all year round. So their genital areas are sexually ionised permanently, 365 days a year and 366 days on leap years. All the year round, you see? There's a sexual ionisation.

And what is this sexual ionisation? Well in the male the penis, testicles that area is permanently ionised with a 'To Sex' postulate, the plus 'To Sex' postulate. It's faint at birth, it increases in childhood slowly and jumps in puberty and from puberty onwards it's quite intense, it's there all the time. Never goes away. Doesn't reverse. It's there all the time.

It increases as sexual excitement increases. When the male has an erection there's a much more intense positive 'To Sex' ionisation in the genital area than when his penis is inert it can go down to almost zero when it's inert but it's always plus, it's never zero, it's always plus. Similarly with the female, her vagina is chronically ionised 'To be Sexed', a chronic 'To be Sexed' ionisation. It can become intense when she goes into sexual play or it can fade out to almost nothing when she's at rest, but it's never at zero, it's always plus, it never goes minus, it's always plus, there.

So that is something that you have to know about the human body is that it has a permanent ionisation. Right, so far so good. Is that all on the subject of ionisation? Well if that was all we wouldn't have any trouble. We could get this goals package apart, it would be a piece of cake if that was the only ionisation but unfortunately it isn't.

It's a strange thing that gender in humans doesn't occur until the second week after conception. If you talk to a physiologist and you look at a prenatal child gender occurs about the second week in the prenatal period. Prior to that there's no sign of any gender. Then about two weeks on the male foetus starts to produce penis and testicles and the female body starts to produce a vagina and female sex cells and so forth and the male also produces male sex cells.

You may not know this but even a young boy will have male sex cells. He hasn't got many but he's still got some sperm in the testicles, he still has some male sex cells. And even a young girl has a collection of female sex cells in the ovaries but they are not in any position to be fertilised or to move into the womb or what have you.

Neither is the boy in any position to ejaculate his sperm. This has to wait until puberty occurs but you should know that the sex cells are present even at birth in humans. Well they are not there in anywhere near the quantities that they will be later on in life.

Ok, well so far so good. But what is this fly in the ointment? Well that's the way it goes prenatally but unfortunately we get this child, it's conceived and it starts off as two cells and the two cells split become four cells and after two weeks there's thousands and thousands of cells and then they suddenly go into gender, but, and this is the sleeper in the pack, this is the one you have to know, this is the one that causes all the trouble.

There is a residual ionisation of the other gender in any gender. In other words a male not only has quite a strong ionisation of 'Must Sex' in the area of his penis and testicles but he has a very faint feminine ionisation in the area of the vagina which he doesn't have. It's ridiculous isn't it. In other words, although the body tries its hardest to separate the males and the females completely it doesn't quiet succeed and there is always some residual ionisation of the other gender in all bodies.

Similarly with the female, she will have a strong 'Must be Sexed' ionisation in her vagina but she has a very faint 'Must Sex' ionisation in her vestigial penis which is her clitoris. So she too has the residual male sexuality there. It's more obvious in the female because she does actually have a vestigial penis, a clitoris.

The male has no vestigial vagina but he still has the residual female ionisation in that area of the body around the area of the buttocks. And this is always very puzzling to all males. They don't understand it and it's very puzzling to them. But it shows up in therapy and you best understand it. It's a very natural phenomenon. It varies from male to male and female to female.

I mean all males have a strong 'To Sex' ionisation in the area of their genitals, penis and testicles but some have a very weak 'Must be Sexed' ionisation in the area of their buttock, others have quite a strong one, quite strong residual there.

Similarly with the female, some females have a very faint 'Must Sex' ionisation in the clitoris and other females have quite a strong one. And this is the basis of the homosexuality in males and lesbianism in females. If the ionisation becomes too strong, this residual ionisation becomes too strong the person can actually sexually become the opposite sex.

In other words a male with a very powerful 'To be Sexed' ionisation in the area of the vagina he doesn't have, and all around the area of his buttocks can easily adopt a female role in sex with another male and not do any male sexing at all, and purely occupy a female role and become a homosexual.

Similarly a female with a very high positive male ionisation in her clitoris can start pursuing other females sexually and become a lesbian. And it explains lesbianism in females and explains homosexuality in males.

Homosexuality is not Psychological

Now this is quite a natural phenomenon. It's not psychological, it's not a psychological phenomena. It's purely a physiological phenomena and it's not anything that can be changed by therapy. You just buy this when you buy the mock-up. It is part of the way the body is built. And I've researched all around this area very thoroughly and I can assure you that it's not changeable. You follow that? That ionisation there, your body ionisation is fixed, pretty well fixed from birth onwards.

There's nothing much you can do about it except drive yourself crazy. Many men realising that the back part of their bodies have a slight feminine ionisation worry themselves half to death. They think they're homosexual and they go on a great rampage to try and prove their sexuality.

They start beating up females, they become an absolute bloody menace and all they are doing is they are making themselves and everybody around them miserable. But they can't change it. It isn't going to change and they might as well accept the fact that it's a part of their physiological nature, and similarly with a female.

So when you come across homosexuals and lesbians and so forth realise that it's a physiological function you're dealing with here and although it can be helped by therapy you're not going to change that physiological ionisation of their body. But you can erase the 'To Sex' goals package and you have to erase the 'To Sex' goals package to get them to understand what is going on.

Nobody is going to understand what is going on until they've erased the 'To Sex' goals package in therapy. When they've got it erased they will understand exactly what is going on and before they've got it erased they'll have difficulty with it, so the trick is to erase the 'To Sex' goals package in therapy. It will erase and knowing this background data I've given you on this tape will help the erasure.

Now the final thing you should know on this subject of ionisation is that because of the body's split between males and females, the male usually occupies the front of his body. And he regards this, the penis and testicles the 'Must Sex' area of ionisation, he regards it in the class of self. The bit behind him, the area of the vagina he doesn't have, buttocks and so forth which is ionised 'Must be Sexed' with greater or lesser ionisation, that he regards in the class of not-self. He can't have them both in the class of self because the 'To Sex' goals package is in the state of compulsive games play because masculinity equals non-femininity and femininity equals non-masculinity so they can't both be in the same class, they can't both be in the class of self.

So the male tends to retreat to the front of his body and regards this little bit of feminine ionisation at the back of him as in the class of not-self. The female tends to retreat to the back of her body and she regards her powerful 'Must be Sexed' ionisation in the class of self and she tends to regards this very faint 'Must Sex' ionisation in the clitoris in the class of not-self. All genders do this, all males and females do this, and they can't have both these ionisations in the class of self. If one of them is in the class of self then the other one's in the class of not-self, and so on, at a physiological level.

Psychologically of course you can erase the whole package. You can occupy the 'Must Sex' and 'Must be Sexed' postulates simultaneously, you see that. But the body can't do it. So if you're going to go into the body and occupy the body universe, and you're going to be a male then your residual female ionisation is going to be in the class of not-self.

And if you're a female and you're going to enter into the female universe of the body then the residual male ionisation in your clitoris is going to be in the class of not-self and this is inevitable simply because the body has adopted gender specialization and THAT is the trouble.

Now if you can follow everything that I've given you, here I've given you all the data now on this physiologically, sufficient to get it apart. And I've given you the hot gen, given you the works.

[Note: "Hot Gen" - In World War II Air Force slang "gen" meant "inside information", so, getting the "Hot Gen", meant getting the latest gossip.]

There's enough bugs in this to make it almost impossible to get apart. I mean, poor old Sigmund Freud, he spent his whole life trying to get it apart and he didn't even discover the 'To Sex' postulates. He didn't even know the goals package so, of course, he got absolutely nowhere but it was a valiant try, I mean, one must give him full marks for trying but he never even discovered the goals package. But even he advanced on what was known before, I mean he did well, but he never got to first base. But now we've got it, got the whole gruesome giddy story out on the subject of sex. We have the goals package, we have the compulsive games play in the body and we have that the human spirit can play this game too. The human spirit can erase it, we have the body ionisations and we have the game and the residual ionisations and how they affect the game.

If you can put all that lot together and see it then it will help you a lot when you come to erase the 'To Sex' goals package in therapy.

Gender Symbols

Another couple of points I'll go into rather briefly. The subject of gender symbols, you'll find that you'll have difficulty erasing gender symbols. Gender symbols are symbols that represent gender. They're usually clothes, like male clothes. The male wears certain types of clothes and they'll become male gender symbols. Females wear certain types of clothes, skirts and so forth, a skirt is a female gender symbol. Trousers are a male gender symbol and so on.

You will have a lot of trouble erasing these gender symbols at Level 5C until you've erased the 'To Sex' goals package at Level 5B so don't muck about with them, you won't get them erased at 5C until you've erased the 'To Sex' goals package. Once you've erased the 'To Sex' goals package at Level 5B all the gender symbols will erase routinely.

This is simply because the gender symbols have got an ionisation. Every gender symbol has an ionisation of one or more of the postulates of the 'To Sex' goals package and while that goals package is alive and un-erased you'll never erase the gender symbol. Never, never in a month of Sundays will you erase it.

The trick is to erase the 'To Sex' goals package, when you've got that erased all the gender symbols will erase like lambs. You can erase them at Level 5C, they'll all stand up and nod and will

be erased and wish you goodbye on their way. They'll all go out the mind very easily and very quickly.

So, so much for gender symbols, that's the only thing you need to know about them. Don't burn the midnight oil trying to muck about erasing gender symbols at Level 5C until you've erased the 'To Sex' goals package at Level 5B.

Sexual Modesty

Next thing is briefly the subject of sexual modesty. I've got just a brief note on the subject of sexual modesty. Because the sexual ionisation is chronic in the human body, and it's always positive, it's rather offensive to the spiritual being so he always tends to cover up the area of the genitals in order to get the postulate out of the positive into the negative.

In other words a male's penis is positively ionised 'Must Sex'. Well he gets fed up with this, so what he'll do is he'll cover it up and the thing he covers it up with he ionises with 'Mustn't Sex'. You see? Now he's retained his freedom of choice.

Similarly with the female, she will cover up her area of the vagina and her buttocks there, which are ionised 'Must be Sexed', she'll cover this up with a skirt and so forth. Then she can ionise the skirt 'Mustn't be Sexed' and she regains her freedom of choice. It helps her in sexual games play. When she hasn't got any clothes on it's very difficult for her to change the ionisation because the body's got a fixed ionisation.

So you'll find that the humans prefer to have clothes on in sexual games play because it allows them to play the sex games more easily because of the fixed ionisation of their body gender parts. Follow that? So this is the basis of sexual modesty. There's no great mystery about it, it's a very natural thing.

Running the 'To Sex' Goals Package

There's nothing I've said on this tape which changes in any way the way you run the 'To Sex' goals package in therapy. You run the 'To Sex' goals package exactly as I've stated so far and there's no change at all. You run it exactly the way I've said in the write-up.

None of this data changes it in the slightest. This is all background data which you'll find of inestimable value once you start playing with the 'To Sex' goals package at Level 5B. You'll find, you'll suddenly be working with the package and then something will happen and you'll think, "Oh Christ yes, Dennis mentioned that on the tape, now I understand; now I can see what's going on here." And if you haven't got this little bit of data you'd be floundering around and wonder what the hell's going on.

And when you've got the data it will come apart easily. You'll have a much easier trip erasing that 'To Sex' goals package than I had I can assure you, because I had all this phenomena show up and I had to figure out what the hell was going on too. You don't have to do this. I've done it for you so you should have a rather easy trip on this 'To Sex' goals package because I've taken all the bugs out for you.

So well that's about it Greg. The 'To Know' goals package is the toughest one of all to erase. But the 'To Sex' package will run it a close second only because of the gender specialization of the human body and the peculiar sexual ionisation of the human body and that is the only reason why it is a toughie.

Once you understand these ionisations you've extracted the teeth out of the 'To Sex' goals package in therapy and it will surely erase rather easily. But never the less, it is the second most difficult one to erase.

It is a toughie and I can assure you there's no other way to take the subject of sex apart in humans than to erase that goals package. There isn't any other way to do it. It just simply cannot be done. You've got to get that package erased. When you've got the package erased you've done it. And until you've got the package erased you haven't done it.

And the package is erasable. I can assure you it is erasable because I've done it. But even when you've got the package erased your body will still contain its sexual peculiarities and it's sexual ionisations and so forth.

It won't change those in the slightest. You'll just have to learn to live with them. But at least you'll understand them and they won't bother you any more. Well we'll leave it at that. We're coming up to the end of the tape so I'll post this off to you when I know you’re back from your holiday. So bye bye for now.

End of tape

Level 5C : Tape 5 – To Sex Goals Package

28th May, 1993

Hello Greg, this is Dennis here. Today is the 28th of May 1993 and I want to take up with you this very vexed subject of sex, and in general and in particular the 'To Sex' goals package. Let me say at the outset that the 'To Sex' goals package is undoubtedly the most difficult goals package you will ever come across in therapy, or a human being would ever come across in therapy. The reason for this is twofold.

The 'To Sex' Goals Package

One is that games play is compulsive in the 'To Sex' goals package because the human body has adopted gender specialization and the other is that games play in the 'To Sex' goals package, as far as the body is concerned, is very heavily influenced by the certain considerations to do with the genetic track of the human body particularly the ape period, mankind's immediate ancestor, the ape.

The combination of those two factors makes this a very difficult subject to get apart, that's why I'm giving you the information on the subject of the 'To Sex' goals package. It's doubtful if anyone would get the package apart without doing the research that I've done. And to save you from having to do this research I'm giving you the data. With this data you can get the package apart rather easily and without the data you'd have to simply sit down and, like I did, discover the data and work out why the package is not erasing.

Sex as a Noun and a Verb

Now the very first thing we need to know about this subject of sex and the way we're using it in this technology is that I'm using the word sex both as a noun and as a verb. In the English language itself the word sex is only a noun. Sex is not a verb in the English language. But I have verbalised the noun and am using sex as a verb, quite intentionally and quite purposefully and for simplicities sake.

There is no verb in the English language, which means exactly the same as the verb 'To Sex'. There's the verb 'to copulate', the verb 'to inseminate' etcetera, there's lots and lots of these verbs but they all mean slightly different things than 'To Sex'. The verb 'To Sex' is quite unique in its meaning. There is a verb in the old Anglo Saxon language that means exactly the same as the verb 'To Sex' and that is the verb 'To Fuck' but that is a dead language and the verb 'To Fuck' is a

dirty word in the English language so we shall verbalise the noun and use the verb form of the noun 'To Sex'.

We shall verbalise it and call the verb 'To Sex'. Ok? Simply for convenience sake. It's quite in order to do this in the English language, it is quite in order to verbalise nouns as long as you let people know that you're doing it when you're doing it, otherwise it can be very confusing.

Gender

Now the other thing you need to know is that I'm using the word gender. We talk about the gender of a noun, the gender of a word and so forth, it's a grammatical meaning. The word gender is, strictly speaking, in the pure English language a grammatical term, but more and more these days the word gender is coming into use in the language to replace the word sex.

Strictly speaking we would say that the child is of the male sex when we mean that he's a boy. He's a male. Well you would say he is of the male sex. But more and more these days people are saying, and I believe correctly, that he is of the male gender.

The word gender is coming into use in place of the word sex where the word sex is used as a noun. The word sex is not a very good noun, it's a far better verb than it is a noun. The word gender is the better noun as far as a human being is concerned. When talking about the sexual nature of the person and whether the person be a male or a female the word gender is a better word, I think, than to say that the person is of the male sex or the female sex.

I think that sounds rather stilted but that is the correct use of English. But I'm not going to use it that way. I'm going to use the word gender and I'm going to use the word gender in the sense I've explained it. That when I say that a person is of the male gender I mean that he is a male. I don't mean that the word male is a masculine word in the English language. I'm not using the word gender in a grammatical sense.

I'm using it in a definite life and livingness sense to do with real human beings in the real universe.

All Sexuality is within the 'To Sex' goals package

Now the first thing you need to know is that the whole subject of sexuality resides within the four legs of the 'To Sex' goals package. There's no aspect of sex, which is outside of that goals package.

Now that might be a very difficult thing for you to grasp immediately but I can assure you that it's the case and as you work more and more with the 'To Sex' goals package in therapy you will come to understand the truth of it.

That when this 'To Sex' goals package is erased in therapy then the whole subject of sex is erased from the human mind. Now the spiritual being can do this, can erase the subject of sex from his

psyche. But you must clearly understand that because your body is also active on the subject of sex.

That you share the 'To Sex' goals package in common with your body and you will not erase the subject of sex from your body. Your body is active on the subject of sex just like it's active on the subject of eating and so on. The 'To Sex' goals package is a bodily goals package and you share it in common with your body.

So when we talk about erasing the 'To Sex' goals package we mean the spiritual being can erase this goals package out of his psyche but your body will still retain all of its sexuality. In fact, the sexuality of your body will be enhanced after you've erased the 'To Sex' goals package.

Erasing the 'To Sex' goals package won't influence the body at all, and you should make no attempt to erase the sexuality of your body. You can only make your body very sick by interfering with its gender and its sexuality and its various sexual mechanisms. Simply leave it alone, it's part of the mock-up, you won't change the mock-up. You'll simply make it very sick if you attempt to, but you can, and it's very beneficial to erase the subject of sex from the human psyche.

Just in passing I can tell you at this stage that no one in the whole of the human history, to the best of my knowledge, has ever erased the 'To Sex' goals package out of their psyche or the subject of sex out of their psyche, apart from people who worked with this technology of mine. Now I may be wrong in that, there may be various Indian mystics and various Chinese eastern mystics that have done it and it's gone unrecorded so I won't be adamant on the subject but I will say as far as I know, and my research is quite extensive on this subject, the best that people have ever done with other psychotherapies, that I know of, is to produce a reduction, a relief and to gain some insight into the subject of sexuality.

Well we can go a lot further than that. We can actually erase it from the psyche and, as I say, to the best of my knowledge it has never been done before. So when you finally succeed in erasing the 'To Sex' goals package in therapy you can pat yourself on the back, you can give yourself a "Well done!" pat on the back because you've done something that no one else has ever done except the people doing this therapy.

We're the only ones that have ever done it to the best of my knowledge. You also need to know at the very outset that the subject of sex would erase very easily from the human psyche if the body had not adopted compulsive games play on the subject of sex.

Compulsive Games Play in the 'To Sex' Goals Package

Now what do I mean by compulsive games play on the subject of sex as far as the body is concerned? We better clear this up right from the outset. Now what do I mean? Well, I mean that the body has adopted gender specialization. Human bodies are either "Male and not Female" or "Female and not Male."

We don't find human bodies that are both male and female, nor do we find human bodies that are neither male nor female. Now in line with our knowledge of compulsive games play in a goals package we know that there's an identification between the postulates in the goals package.

False Identifications in the 'To Sex' Goals Package

In the 'To Sex' goals package it's the 'To Sex' postulate that is identical with the 'To Not be Sexed' postulate. That is the identification, that 'To Sex' equals 'To Not be Sexed' and 'To be Sexed' equals 'To Not Sex'.

They are the false identifications that bring about compulsive games play in the 'To Sex' goals package.

Now there is another false identification that comes about here on the subject of the human body and in the subject of sex that you should know about. Because the male operates in a male body and he operates exclusively on the 'To Sex' postulate and the female operates exclusively on the 'To be Sexed' postulate then there is a false identification in the genders amongst humans at a bodily level. And the false identification is that "a male equals a non-female" and "a female equals a non-male".

So we have two false identifications, one that 'To Sex' equals 'To Not be Sexed' and 'To be Sexed' equals 'To Not Sex' they're the false identifications of the postulates, and then we have the false identification of the genders.

We have "a male equals a non-female" and "a female equals a non-male" and both those identifications are false. They're all false identifications. But they are extant and you will find your body subscribes to them and believes in them quite implicitly. If it weren't for this fact, if it weren't for the fact that you are attached to a mock-up, you're attached to a body, you're attached to a genetic life form that is so devoted to compulsive games play on the subject of sex then the 'To Sex' goals package would erase rather easily in therapy.

If you were a free spirit wandering around in the universe and you weren't attached to a body that had adopted compulsive games play then the 'To Sex' goals package would be a very easy one to erase. If it posed you any problem at all, even if you were interested in the subject, which you probably wouldn't be, it certainly wouldn't pose you any problems in therapy.

It's only because you're attached to a body that's adopted compulsive games play on the subject of sex that you will have any difficulty erasing this subject in therapy. Most of this lecture then, you will find, will be taken up on some of the peculiarities of the body's sexuality, which you will need to know about in order to erase the 'To Sex' goals package in therapy.

Sexuality and Sexual Reproduction

So that is the why for this very strong stress on the body's peculiarities on the subject of sexuality, on the human body's peculiarities, I should say. But before we discuss these peculiarities in detail it's an excellent idea to take a short look at the subject of sexuality amongst life forms in the universe at large to see how this subject ever got into existence and what it's all about.

Asexual Reproduction

Well sex, of course, is the subject of reproduction and how life forms reproduce themselves and you should know that the simplest of life forms simply don't reproduce sexually at all. They reproduce asexually and they reproduce by a system called cell splitting.

They are usually single cell creatures like bacterium or amoeba or viruses and when they want to reproduce the cell simply splits itself into two and the two halves go their separate ways and become fully grown creatures in their own right.

Cell splitting, it's asexual reproduction. Now the problem with cell splitting, as far as a life form is concerned, is that the reproduction is a clone. In other words there's no new genetic information in the offspring than there was in the parent. The offspring are identical genetically to their parents and there's never any new genetic material that gets into the life form, and this is a liability to a life form because it means that the life form cannot easily change against a changing environment, cannot easily adapt to the environment.

It's very difficult for organisms which reproduce asexually to change. They can but it's difficult for them to do so. They overcome their difficulties by an enormously rapid reproduction rate, but you can learn about this if you want to study it up, you want to study bacteriology and virology and you learn how these little tiny creatures overcome these difficulties, but generally speaking that is the liability there. In order to overcome this difficulty way back along the line the creature said, "Well we'll have to do something about this." and they came up with a system, and this system they came up with is called sex, the system was called sex. And they reproduce sexually.

Sexual Reproduction

Now the way the creature reproduces sexually is it builds a specialised sex cell. It builds one or more special sex cells which contains all of its genetic information and it's designed to fuse with a sex cell of another creature of its own type which may have a slightly different genetic pattern.

The two sex cells fuse and they become a separate organism and the separate organism has 50% of its genetic information from one of its parents and 50% of its genetic information from the other one of its parents, and the offspring thereby benefits from having the genetic information of both of its parents and this allows it to survive better in the universe.

And it really does. Sex is a wonderful survival mechanism in the universe. It gives the creatures that reproduce sexually a definite edge over those that reproduce asexually. Never the less you will still find simple creatures that reproduce asexually.

You can see them if you go out and buy even a cheap microscope and go down and get a bit of pond water and put a drop of it on the slide of a microscope and you sit and watch the amoeba and the paramecia reproducing by cell splitting.

They are doing it all the time all day long millions and millions of them in a drop of pond water. You'll watch them there doing it, they're still doing it, they've been doing it for millions of years and unless mankind blows the planet up they'll still be doing it in millions of years time.

The system does work, asexual reproduction. But that doesn't concern us for we're concerned with the sexual reproduction.

Sex Cells

Now about these two specialised sex cells, one is called a female cell and one is called a male cell, the difference between the two cells is quite interesting. The male cell is the mobile cell, the active one, and it seeks out the female cell, the male cell is usually very small. Its main characteristic is mobility and it's simply nothing else but a mobile mass of genetic material. It has usually a very short life, it doesn't live very long but it's mobile.

The female sex cell is much larger. It's also called an ovum or an egg. It contains a lot of food material so it can live for a long while and it's not mobile. It stays put and it relies upon the male cell to come to it, and the male cell fertilises, as we say, the female cell.

The female cell doesn't seek the male cell, the male cell always seeks out the female cell. Now there's the difference between those two types of sex cells. This is common for all creatures that use sexuality. There's the male cell and the female cell and the male cell is the active one and the female cell is the large one that stays put and it's the female cell which when fertilised becomes the new creature.

The little tiny male cell disappears inside and is absorbed by the ovum. That would be another way to put it. But it contributes half of the genetic material to the egg and then the egg goes ahead and splits.

Cell splitting takes place and the egg then grows into and becomes the new creature. And so on as you can read about in the biology textbooks. Now this subject of the sex cells is very important to the subject of sexuality because as far as your body is concerned the whole subject of sex is the game of the sex cells.

That's the totality of it as far as the body is concerned. The whole of the body's sexuality is devoted to getting its sex cells married up with the sex cells of someone of the opposite sex. That

is the whole idea. So, as far as the body is concerned, sex is the game of the sex cells, is the sex cells game.

Now bear that in mind, the sex cells are the be all and end all of the body's sex game, they've got no other purpose as far as the body's concerned, the subject of these sex cells. That is it. That's sex as far as your body is concerned, is the sex cells.

Bisexuality

Now there's another system of sexual reproduction. In fact there are two well known systems of operation that creatures use to get their sex cells together and so forth in the universe. And the first of these is what we call the bisexual creatures. Now this was no doubt the first system. And a bisexual creature is also known as a hermaphrodite.

Bisexual, hermaphrodite mean the same thing. It means that the creature contains both male and female sex cells. It's a hermaphrodite, it's a bisexual. And the creature's male sex cells cannot fertilise its own female sex cells, usually there's a device to prevent this happening. But the creatures male sex cells can fertilise the female sex cells of another creature of its type and also its own female sex cells can be fertilised by the male sex cells of another creature of the same type.

A good example of the hermaphrodite, the bisexual, is the earthworm. All earthworms are bisexuals and many plants are. Many trees are bisexuals they have both male sex cells and female sex cells.

Now it's a very efficient system, the bisexual system is, and from a biological point of view the only reason that's known why a creature got off the bisexual system of reproduction, is because of increasingly compulsive games play in the 'To Sex' goals package.

That leads to gender specialization and that is the second type of system that the creatures use.

Unisexual

They cease to be bisexual and they become unisexual. They become either males or females and not both. Now some trees are like that. Some trees are masculine trees and they have feminine trees of the same type and most so called higher mammals are of that type. They're either male creatures or they're female creatures and they're not both.

And certainly the ape family falls into that category and human beings fall into that category. The male body only contains male sex cells and the female body only contains female sex cells and that's what we call gender specialization. When we say gender specialization it's a phenomena of the sex cells, it's not a phenomena of anything else. It's simply a matter of a male body is a body

that only contains male sex cells and a female body is a body that only contains female sex cells, and that's the gender specialization at a sex cell level.

It's the only level that really means anything. Let's quickly tie up this subject of bisexuality and unisexuality with our classes here, our logical classes.

Bisexual Classes

A bisexual creature because it can be both male and female can hold that class and can in any particular sexual encounter be male and not female and in another sexual encounter it can be female and not male. The only thing that it can't be is neither male nor female. So the bisexual can occupy three of the four possible classes. He can be both male and female, he can be male and not female and he can be female and not male.

I say he but I should say he or she. So three of the four classes the bisexual can handle.

Unisexual Classes

But the unisexual class creature can only handle one of the classes. He can't be both male and female, so he is either "male and not female" or "female and not male" and he can't be "neither male nor female." So he can only be one of the classes.

So bear that in mind, that when the creature stops being bisexual and takes up unisexuality each individual creature drops two of the classes. The bisexual can occupy three out of the possible four classes. The unisexual creature can only occupy one, he's either a "male and not a female" or he's a "female and not a male," that's one out of the four classes he can occupy.

So it's important to grasp that. It follows immediately from that, that it's very hard to conceive of a bisexual creature having any sexual problems because he's both male and female. So there can't be any great conflict in his mind between masculinity and femininity, can there? And that's the base of all conceivable problems on the subject of sex, you see.

Your bisexual doesn't have any sexual problems. If you could converse with an earthworm, the earthworm would have great difficulty in understanding the idea of a sexual problem because the earth worm simply doesn't have any sexual problems. He can't have, he's bisexual. You see that?

It's only creatures that are unisexual, that have taken up gender specialization that have sexual problems, and I can assure you that all of them do. All animals that have taken it up have sexual problems. Insects that have taken up gender specialization have sexual problems. They don't talk about them because they can't talk really but if you examine them you'll see that they do have problems.

And mankind certainly has problems on the subject of sex because his body has taken up gender specialization. If his human body was bisexual mankind would have no sexual problems.

Male and Female Logical Sets

What would the logical set look like that the male and the female are occupying? What would the set look like? There's considerable reduction. I won't give you all the reductions and so forth that come through from asexual beings right the way through hermaphroditism and the bisexual down through the gender specialization. It would just take me too long to write them all down. And I've got them written down, I've noted them but we're only interested in what the human beings situation is.

What the reduction is for the human being. Well this is what it looks like for a human being. The human being is either a male or a female. Let's take the male. Well, what does he operate on? We're talking about the male body here now, we're not talking about the male spiritual being, we're talking about the male body.

Well the male body operates on the 'To Sex' postulate and the 'To Not be Sexed' postulate. And he contains male sex cells and no female sex cells.

Now the female operates on the 'To be Sexed' postulate and the 'To Not Sex' postulate and the creature contains female sex cells and no male sex cells. And that's the two sets, those are the two classes.

Those two classes constitute the universe of human sexuality at the bodily level and they are the only postulates that are used and they are the sex cell configurations. So that's what it looks like if you were to write it down on a bit of paper, that's what it looks like.

But you might say to yourself, "Well, wait a minute, hold your horses Dennis, are you trying to say Dennis that the human body, a human male body cannot go into the 'To Not Sex' mode?" That's true, it can't. It's fixed in, 'To Sex'.

Well how does it move then up and down the scale? Does it ever move beyond the zero point? No, it never does, a male body is fixed in the 'To Sex' mode, Plus 'To Sex'. It never goes over the zero point and goes into 'To Not Sex' it's always in 'To Sex' it just simply moves up and down in intensity.

Goes high intensity 'To Sex', low intensity 'To Sex' but it never crosses the zero point. Similarly with its 'To Not be Sexed' postulate. A male body goes high intensity 'To Not be Sexed', low intensity 'To Not be Sexed' but it's always in the negative side, it never goes over the positive line, never goes over the positive into 'To be Sexed' cause that would be the feminine postulate, you see? You follow that, a little bit tricky until you get the hang of it.

Similarly with the female, the female body is only in 'To be Sexed' and positive. Stays on the positive side, never gets into 'To Not be Sexed', only into 'To be Sexed', and 'To Not Sex' stays on the negative side of 'To Not Sex' never gets into the 'To Sex' and that's the way it looks and just as

the male moves up and down, high to low intensity of his 'Must Sex', I'll use 'Must Sex' instead of 'To Sex' from this point onwards, I'll use the enforcement of the postulate.

The male goes high intensity 'Must Sex' down to low intensity 'Must Sex'. Similarly the female goes from high intensity 'Must be Sexed' down to low intensity 'Must be Sexed' and as far as the body is concerned it responds to these relative movements just as if the postulate was moving over the zero point.

In other words the relative intensity of the postulate is sufficient to permit the games play to occur. You follow that? I could write this down much easier on a piece of paper, it's not easy to explain it verbally, but I think I can get it through so you understand it. It's simple a matter of relative intensity, the creature is stuck on the positive side or stuck on the negative side of its postulate and it moves up and down the positive or the negative side of its postulate and it can still play games by moving up and down.

It's a restricted games play. But although this is true for the body, when you're erasing the 'To Sex' goals package in therapy you always, repeat always, use the positive and negative postulates. You use 'Must Sex', 'Mustn't Sex', positive-negative; 'Must be Sexed', 'Mustn't be Sexed' positive-negative.

You use the whole range. The spirit, the human spirit can use the whole range. The body because of its gender specialization has got itself stuck. Well ok, that's the body's problem but you don't have to get yourself stuck. You follow that?

So that's what the sets look like and the body can operate on them, it's a bit limiting, but it manages it, and you can see the sort of limitations it gets into by its obsession with compulsive games play. It would do a lot better if the games play wasn't compulsive but the body's got itself stuck with compulsive games play in the 'To Sex' goals package so it has to suffer the consequences.

So, I want you to bear with me on this material I'm giving you. I'm just playing some of it back and it does sound very complex but there's a good reason for it. It will all start to come good, it will, just bear with me and read it over and over until you've got it clear in your own mind. Just bear with me at the moment. Now let's go for a little bit of light relief, you might say, we'll get off the part about the body and we will take up what might be called ideal games play.

The ideal games play in the 'To Sex' goals package, the body does follow this within its limitations and this is an ideal version of games play in the 'To Sex' goals package.

The 'Must Sex' / 'Mustn't be Sexed' Game

The game would start with the male, he's the active one, the moving one, he directs a 'Must Sex' postulate at the female. The female, we'll talk about human beings here, would on detecting this

'Must Sex' postulate she immediately goes into her 'Mustn't be Sexed' mode and opposes the postulate.

Immediately sexual sensation is generated at the boundary between these opposing postulates and both the parties enjoy the generation of the sexual sensation. And now the female must be careful not to come on too strong with her 'Mustn't be Sexed' postulate because if she comes on too strong with it she will overwhelm the male and drive him from 'Must Sex' into 'Mustn't Sex'.

In other words he'll feel he's been given the cold shoulder and his postulate will change from 'Must Sex' to 'Mustn't Sex'. He will simply lose interest in the female if she comes on a bit strong. And if this happens the female immediately notices that he's flipped from 'Must Sex' to 'Mustn't Sex' now.

And he's now in 'Mustn't Sex' she's in 'Mustn't be Sexed', they are now occupying complementary postulates, there is no more sexual sensation being generated between them and the game has ended. So to keep the game going now she has to do something about it. She knows she's come on a bit strong so what she does now, she flips over to 'Must be Sexed', she flips over to a positive postulate.

She gives him the "come hither" sign. Soon as she goes into 'Must be Sexed' and he's still in 'Mustn't Sex' the postulates are again opposing each other, sexual sensation is again being generated and which they can both sense and enjoy. But immediately this happens the male, of course, he now sees the "come hither" signal; he regains the interest in the female.

He now flips back to his positive 'Must Sex' postulate. She, of course, senses this and immediately she senses it, in order to keep the game going because they're now in a complementary postulate situation again, in order to keep the game going she now has to flip over back to a negative, to a 'Mustn't be Sexed' postulate and thereby keep the sexual sensation being generated.

So what it amounts to is that no matter which postulate that the one player creates and directs at the other, the other one will mock-up and generate and put out the opposing postulate and so you'll always get the sexual sensation being generated. Now this becomes what we call a ritual mating dance between the couple, and it just goes on and on and on. They circle round and they get closer and closer during the game and eventually the terminals close completely.

But the game is still being played exactly as I've mentioned it until physical sex is embarked upon. And even at the point of physical sex we get this same postulate structure occurring at the physiological level. The males 'Must Sex' postulate at the physical level, effort level becomes a forward pelvic thrust, the males 'Mustn't Sex' postulate becomes a backward pelvic withdrawal. The females 'Must be Sexed' postulate becomes a backward pelvic thrust and finally the females 'Mustn't be Sexed' postulate becomes a forward pelvic withdrawal.

Now as you examine these physical efforts, these bodily efforts that occur during coitus, as you examine them you are immediately struck by that fact that there's no difference physically

between the males 'Must Sex' postulate, with its forward pelvic thrust and the female's 'Mustn't be Sexed' postulate which is a forward pelvic withdrawal. Similarly there's no difference between the females 'Must be Sexed' postulate of a backward pelvic thrust and the males 'Mustn't Sex' postulate of a backward pelvic withdrawal.

It's simply a matter of a rose by any other name smelling as sweet, you see? There's no difference between the forward pelvic thrust and the forward pelvic withdrawal and the backward pelvic thrust and the backward pelvic withdrawal. They are the only two motions involved. You see? And this is exactly what we would expect to occur because of the false identification between 'Must Sex' and 'Mustn't be Sexed' and 'Must be Sexed' and 'Mustn't Sex' in the 'To Sex' goals package at the bodily level.

Because of this false identification we would expect these physical efforts to be identical and they are identical. Do you see that? So when I say at the physiological level that the body is completely addicted to this false identification that 'Must Sex' equals 'Mustn't be Sexed' and 'Must be Sexed' equals 'Mustn't Sex' I'm on very firm ground because I can prove it at an effort level in the body.

It shows up at the effort level during the sex act. Now looking at this tape I see that we're getting towards the end of this tape so umm... let's just run it off to the end of the spool, Greg, and pick it up on the other side.

There we are, back again, side two same date. Now there's one other physiological muscular action, which I haven't mentioned that goes with these sexual postulates. First of all we'll take the female. The female when she's in her 'Must be Sexed' mode with the backward pelvic thrust is a relaxation of the muscles of her vagina and also a relaxation of the sphincter muscle on her rectum.

When she goes into her 'Mustn't be Sexed' mode the muscles in her vagina contract closing the vagina up, closing the tubing off, and also the sphincter muscle in her rectum contracts. Similarly for the male, the male when he's in his 'Must Sex' mode with his forward pelvic thrust, he hasn't got a vagina, of course, but when he's in his 'Must Sex' mode the sphincter muscle on his rectum will contract and when he goes into his backward pelvic withdrawal, his 'Mustn't Sex' the sphincter muscle on his rectum will relax.

Now the significance of these I'll explain later. There is some significance and that's why I'm mentioning it. Now obviously the immediate effect of the vaginal muscle contracting in the female 'Mustn't be Sexed' mode is to allow her to grip his penis when he's thrusting with his forward pelvic thrust.

As he thrusts into her vagina, she grips it and that increases the sexual sensation and when he withdraws his penis she relaxes it, relaxes the vaginal muscle on the return action. So the effect of this is to enhance the sexual sensation in the coital act between the partners. That's the immediate effect there.

Now the coitus proceeds usually at a more and more frantic rate until the point of orgasm is reached. Now orgasm has its own definite postulate structure and it's one that you should know. Orgasm is reached at a definite point in the cycle.

Orgasm

Now the male achieves orgasm when he becomes convinced that he has deprived the female of her 'Mustn't be Sexed' postulate and has driven her from 'Mustn't be Sexed' into 'Must be Sexed'. That is orgasm for the male. The female goes into orgasm when she becomes convinced that she has deprived the male of his 'Mustn't Sex' postulate and has driven him into 'Must Sex'. Now these are completely subjective considerations.

But practised lovers can manage it so that they have their orgasms simultaneously. It's simply a matter of conviction between them. These are entirely subjective considerations but that is what orgasm consists of.

At the point of orgasm, complementary postulates maintain, the male in his 'Must Sex' and the female in her 'Must be Sexed'. Sexual sensation drops after the point of orgasm and everything drops off to zero. But the act has been completed, the ejaculation of the sperm occurs and some few hours later if all goes well one of the sperm will meet up with a female egg cell and fertilise it and the female will be inseminated and become pregnant which is the whole purpose of the game as far as the body is concerned.

Now when you examine these various physical efforts at the bodily level during coitus although they do make sense during face to face coitus which is what is normally practised by mankind, by human beings, they make a lot more sense when the male enters the female from the rear which is the ape mode, the original mode of the ape.

For millions and millions of years man's ancestors, the male entered the female from behind. This so called missionary position where the couple are face to face during the sex act is a "Johnny come lately" of the last few thousand years. So it's no surprise that the physiological efforts at the bodily level make a lot more sense when the male enters the female from the rear.

Well there is the sex act at the basic physical level in terms of the postulates and in terms of the muscular actions of the human torso.

Sexual Ionisation of Body Parts

And next it behoves us to take up this subject of sexual ionisation of body parts because that's an important component in our understanding of bodily sex. Now the first thing you should understand about bodily sexual ionisation, the sexual ionisation of the human body, is that it's fixed.

It doesn't vary from one month to another, it's quite fixed. This is because the human beings don't have a sexual season like animals do. The apes, cats, dogs, most mammals go into a sexual season and they reproduce during the sexual season. When they are out of season they're not interested in sex at all.

But because the human being is in sexual season all year round his ionisation is permanent on his body. If it was permanent on animal bodies they would be in season all the year round. It is this ionisation that determines whether a creature is in sexual season or not. Now the sexual ionisation, as I say, is fixed in humans and we'll now discuss what this sexual ionisation is. It starts at birth; it's faint in birth. It increases in childhood but it's still faint. It steadily increases during childhood and it shoots up to a maximum at puberty and stays at that level for the rest of the person's life and fades very slowly in old age.

But even in extreme old age the ionisation still remains much the same as it was at puberty. Ok there's the cycle, that's what we're looking at. Ok, now which body parts are ionised and ionised with what?

As I give you these ionisations some of them are quite obvious but some will come as a great surprise to you, I'm sure.

First of all the sexual ionisations of the male body. The male penis and the male testicles have a 'Must Sex' ionisation, permanent 'Must Sex' ionisation, and the only other permanent sexual ionisation on the male body is the male rump and the male rectum has a permanent 'Must be Sexed' ionisation.

Now the sexual ionisations of the female body are the area of the vagina. The vulva in the female has a permanent 'Must be Sexed' ionisation. Also the area of the rump and the rectum have a permanent 'Must be Sexed' ionisation and also the female is the proud possessor of a vestigial penis called a clitoris and this vestigial penis has a residual 'Must Sex' ionisation. Also in the mature female the breasts have a transient 'Must be Sexed' ionisation, but it's transient, it's not permanent and I don't really consider it in this study because we're only interested in the permanent ionisations at this stage.

So there are the ionisations of the male and female bodies. As I say some of them are obvious and some of them are no doubt surprising to you. We'll take up the female ionisations first. The surprising one there is the sexual ionisation of the clitoris. That one is not immediately obvious but it is there. There's no equivalent ionisation in the male vagina simply because the male has no vestigial vagina so there's no equivalent ionisation there.

But the female does have a vestigial penis and it's ionised with a 'Must Sex'. Now this phenomenon is upsetting to the female. You find she's got the back half of her body permanently ionised 'Must be Sexed' and she's got this little tiny vestigial area of the front, which is ionised 'Must Sex'.

Well 'Must Sex' is a male ionisation superimposed at the front of an otherwise female body with its heavy 'Must be Sexed' ionisation of the back. Now the female, you'll find, tends to occupy the back of her body and she tends to regard as her sexual identity the back of her body and this little bit at the front tends to go into the class of not-self.

Of course, you remember because of the sexual double bind the class of 'To Sex' and 'To be Sexed' cannot both exist simultaneously in the same class so the female cannot both be in the class of 'To be Sexed' and be in the class of 'To Sex' at the same time. So if she's in the feminine class of 'To be Sexed' then this little bit at the front, this masculine ionisation in the clitoris must be in the class of not-self. And she tends to put it off and dissociate herself from it.

Lesbianism

And you will find that this slight dissociation, and oh it can't be intense, this sexual dissociation in the female, her femininity and this little masculine component in her clitoris, is the basis of lesbianism in the female. If she concentrates very heavily and gets involved very heavily with sex to do with the clitoris rather than to do with her vagina and vulva then she can easily find herself involved in lesbian practices with other females.

But if she concentrates exclusively on the feminine side which is the sexuality associated with her vagina and vulva and rump etcetera then of course she escapes the lesbianism. So there is the source of lesbianism in the female. Worth knowing if you ever want to erase it in therapy. But bear in mind even if it doesn't show as lesbianism there's always conflict in the female sexuality between her 'Must be Sexed' ionisation which she considers her own sexual identity of the rear and this little bit of vestigial penis at the front which is ionised with a 'Must Sex' postulate.

So there's always conflict in her mind, she doesn't escape conflict at all. She doesn't escape it. She's got her own sexual conflict in her body. All is not in harmony, because of that vestigial penis that she's got. It upsets her. It's upsetting to her, fundamentally. I mean it upsets the harmony of her body.

Now over to the male. The high 'Must Sex' ionisation on the male penis and the male testicles is quite obvious and to be expected and doesn't need any further discussion but what on earth is the male doing with his buttocks, his rump and his rectum having a 'Must be Sexed' ionisation?

Thereby Hangs a Tale

Ah thereby hangs a tale and we'll have to tell you this tale so you'll understand this. This is the source of homosexuality in males and it's a great puzzle to every male, and I have got to the source of it. I do know where it comes from and I'll give you the data.

Once you understand where it comes from it will stop bothering you. Now to understand it we have to go and look back to creatures living in the wild. If you examine various creatures living in

the wild in colonies particularly herbivores, creatures like stags, kangaroos and so forth you'll find in their mating season there is an enormous carnage or loss of young males in fights. They get into fights. This is well known, you can read it up in any book on zoology and you can go out into the wild and see these deer's fighting each other during the mating season.

What happens is that the mature male deer, he's a big fella and he collects a harem. He has his own harem of female deer and he guards them quite possessively. The young males grow up and as they grow up to be sexually mature they cast envious eyes on the big bucks harem, you see?

And all the time they're nosing around and trying to get a bit of sex from these female deer of his harem, and, of course, he doesn't care for this one little bit. So they end up in fights and you find the stags fighting.

Well the fights are to the death amongst stags and amongst kangaroos. Kangaroos have got exactly the same mating habits and the fights are to the death amongst the kangaroos too. And unfortunately the young stags stand no chance against these big stags and they just simply get slaughtered. If they are not slaughtered they're maimed and go away to die in misery and the whole thing is very wasteful of the young male breeding stock.

You might argue, of course, well it's 'nature red in tooth and claw' *[ref: Alfred Tennyson],* it's survival of the fittest. Yes, yes but it's still wasteful if it can be avoided. You see a species survives best if it reserves it's fighting for creatures which aren't of its own species. In other words, when a species starts to fight amongst itself it's an inefficient scene because it's fighting its own species, you see, it's fighting itself. It survives much better, a species does, if it reserves it's fighting for creatures that are not of its own species. You understand me? So when I say it's wasteful, I mean exactly that, it's very wasteful and the stags and the kangaroo's have never solved this problem, but the apes did. They solved it.

Now the problem also exists among predators lions and tigers, they've got similar mating habits. Now they've solved it too but their solution is quite a different solution to the ape solution. So it doesn't concern us.

The apes solved it and we're interested in that because the apes are mankind's immediate ancestors. We're descended from the apes at a physical body level so we're very interested in the ape's solution to that problem and it's very relevant to this subject of the feminine ionisation on the rear end of the male human.

Now there's no doubt that some millions and millions of years ago the ape too suffered this carnage amongst their ape colonies every year in the mating season. The young adolescent apes would come up and there'd be the big ape there with his harem and the young adolescent would be driven by his sexual urges to fight the big fella and he would almost invariably lose. He would lose and carnage would occur. But the apes, possibly because the apes were a little bit smarter than many other animals, came up with a solution to it. And their solution worked.

We can imagine a hypothetical scene, that one day some young adolescent ape was fighting to the death with the large ape who owned the harem and it had got to the point where he realised that he was being slaughtered and if the fight continued he was going to get killed. So he, in desperation, said to himself, "Well what the hell, is there any way I can prevent myself from getting killed here? This big fella's going to kill me and he's not going to relent until he's killed me. I can't do anything about it." So in final desperation he suddenly remembered, this young adolescent ape had watched the female apes and he realised that the male ape, the dominant male ape, could always be appeased by a female ape.

This is true in the ape kingdom, the female ape can always appease the angry male ape by presenting her rump to him. Soon as she presented her rump to him, he mounts her sexually, makes a few pelvic thrusts and dismounts and honour is satisfied, you might say, and he goes his way, and she goes her way.

And this adolescent ape millions and millions of years ago fighting the big ape he must have realised this. The adolescent must have spotted this and in desperation to save his own life he offered his own rump to the male ape, and the male ape, of course, once a rump is offered to him he immediately assumes that this must be a female he's fighting so he did the thing his native conditioning would cause him to do.

He simply mounted the adolescent male ape made a few pelvic thrusts dismounted and went his way. We can presume that the adolescent male ape must have breathed a sigh of relief, he saved his life and more importantly his solution worked so next time he came along to the harem he knew how to save his life.

He had experience, he had the experiential factor here of knowing how to solve the problem. He could fight to the point where he was losing the battle. Then he knew that he could always end the fight by acting as a female.

And so he no doubt used this mechanism there. But other eyes were watching him, lots and lots of other apes were watching. As in any other animal colony, there are lots and lots of youngsters who watch the fights with great interest. It's of great significance to them these fights are and lots of young male apes must have been watching this adolescent ape when he presented his rump and they learnt too, and they spotted it so when their turn came to try and become the leader of the tribe and take on the big fella, they learnt how to save their life too.

And, because apes are pretty smart. They were pretty quick learners, you know, for things like that and it got into their culture and it spread. Now why would it spread through the ape colony, through the ape culture? Well simply because those who practised it, those who practised this system survived.

The adolescent ape who practised this system survived and the adolescent ape who practised it, he eventually would grow up and become a fully mature male ape and would go off and get a

harem of his own. If he didn't practice this system there's a good 80% chance that he'd get slaughtered and he would never survive and his genes would never be passed on to posterity.

So the ones that adopted this system had their genes passed on to posterity, the ones who didn't survive didn't have their genes passed on. So after a few thousands of generations of apes you would expect to find by pure Darwinian evolution that all the apes in the colonies in the area would be practising this same system.

This solution to the problem of how to stop the carnage. Now, you might ask, "Well it's a good solution for the adolescent male ape but how does it benefit the big fellow? Does it help him?" Yes, it does, as a matter of fact, it's a good solution for him cause look, as soon as the adolescent ape whose fighting him for dominance quits the fight and offers his rump he's gone into the female universe. He's offering his rump up with a 'Must be Sexed' postulate on it. So he's become feminine.

And while the adolescent ape is in the feminine universe he can't be in the masculine universe because of the double bind. Follow?

So as far as the big fellow is concerned he can keep all the adolescent apes in the community in the feminine valence, if he can keep them in the feminine valence they are not in the masculine valence, or, let's not use valence we'll use universe, while they are in the feminine universe they are not in the masculine universe and if they're not in the masculine universe they are not interested in his female harem. They leave his females alone. You see? So it does benefit him too.

So it benefits both of them. The young apes get benefited, it saves their lives. The older ape gets benefited as it stops these youngsters pestering his flock all the time. He just has to assert his authority once or twice, they use the mechanism and after that the feminine ionisation is there and that's it. Then he can leave them amongst his females, they won't interfere while they're in the feminine valence and they're likely to stay in the feminine universe while he's present and as he never strays very far away from his harem, just his presence keeps these adolescents in the feminine universe, keeps them out of their masculine universe.

So it works for all parties concerned, you see. But it's purely a male thing, it's got nothing to do with the females, I mean, the reason that the female ape gets her rump and her rectum ionised with a 'Must be Sexed' postulate is because of the close proximity of these body parts to her vulva and her vagina.

In fact in sexual play with apes she almost certainly gets her rectum entered many, many times by sheer accident and so you quite expect the female ape would have a positive 'Must be Sexed' ionisation on her rump and on her rectum. It would be quite natural for this to be. So it doesn't concern the female at all.

In other words she always did know how to appease the male, she simply presented her rump to him. It was the young males who had to learn how to do it to save their lives. And they did learn,

and most importantly for our purposes, the purposes of human beings, is that we are related to them. And we are the descendants of those apes and we have the same physiological ionisation.

You see it wasn't long for these apes before they were being born with this ionisation. It can happen by genetics. That eventually all the males in the colony by usage and by games play would end up with a 'Must be Sexed' ionisation of the rump. Well, that could only go on for a few thousand years, after that they'd be born with a positive ionisation, it's the way the body is. You know?

You can find this in any book on evolutionary theory, by simple usage the body adapts to it eventually. And so we would expect the male apes would be born with a positive 'Must be Sexed' on their rumps and rectums. And today male human beings are the same, they are just born with it, born with that ionisation.

Now the problem is, although this mechanism is of tremendous survival value to the apes in their colonies. The feminine ionisation on the rump and rectum on the male is of no earthly use in our society. You see that? The thing's just a complete nuisance and because nobody knows where it comes from, you can't look it up in a book anywhere and find out about it cause all these sexual postulates are a mystery. Nobody knows about ionisation of body parts because they're not aware of them. The whole thing's just a complete mystery.

We have a vast number of human males wandering around the planet believing they are homosexual because they're aware of this positive ionisation on their rear end, the positive feminine ionisation. The thing becomes a psychological nightmare. Just as the female tends to dissociate from the front of her body we find the male tends to dissociate from the rear of his body.

His masculine identity tends to be at the front of his body associated with his penis and testicles and this bit behind him, he comes to dissociate himself from. He can't be both in the class of 'To Sex' and in the class of 'To be Sexed' the double bind says so. He can't do it, so he has to dissociate. If he's in the class of self and the self is in the class of 'Must Sex' then the 'Must be Sexed' component on his rear end must be in the class of not-self. There's the dissociation.

Now we have the perfect dissociation and this is what happens with the male, and the male can easily goes into homosexuality. Similarly with the female, she can associate with the masculine ionisation on the clitoris and easily go into lesbianism, which is just as great a mystery to the female as homosexuality is to the males. So by examining this subject of ionisation we have an immediate solution to two of the greatest sexual problems that have always been with human beings for millennia, the subjects of lesbianism and homosexuality, we see where it comes from.

Now, you might say, if this is so, how come the zoologists haven't spotted it? I mean they have been studying these apes intensively for the last 50 years and for the last 100, 150 years casually. Why haven't they spotted it?

Well, of course they're aware of the mating habits of the ape. They know all about the male apes turning the rump to the dominant male who owns the harem. They know all about it, it's written up in all the zoology books. But what they don't know about, and what we know about, is the four sexual postulates of the 'To Sex' goals package.

And we also know about this subject of body ionisation, the ionisation of body parts, that the zoologists don't know anything about so they cannot correlate the subject of the mating habits of the ape, they cannot correlate that with homosexuality in the male. Follow?

There's simply no way they can do it because the missing link in the chain are the postulates of the 'To Sex' goals package and the whole subject of the sexual ionisation of human body parts. Once you know of the ionisation of the body parts it sticks out like a sore thumb. It's obvious why; it's obvious where he gets his feminine ionisation of his rump from. And it's equally obvious that he isn't going to erase it in therapy, it's a genetic thing, it's quite natural.

There's no good him fighting it. He's born with it and he will die with it, just as the female is born with the male ionisation on her clitoris. She's born with it and will die with it and so she might as well learn to live with it. There's nothing odd about it, nothing odd about the males' feminine ionisation of his rump. Now this is it. If you understand this, really got it, it would help you enormously to take the 'To Sex' goals package apart.

If you don't understand it or you fight it or reject it as you might well do, then I can assure you, you simply won't get the 'To Sex' goals package apart in therapy. Now you understand me? I'm not making this up, I'm not a writer of science fiction. I'm simply a research psychologist and this data has popped up when I've been researching the subject of sex and you need the data. You need the data because you will use the data in order to erase the 'To Sex' goals package in therapy. Ok, well now we've got this absolutely clear.

Gender Symbols

Ok finally the last thing I want to say is about this subject of gender symbols. Now the subject of gender symbols is very interesting to mankind. First of all, all gender symbols are gender specific and the gender symbol is caught up in the double bind on the 'To Sex' goals package.

Every gender symbol that you come across will follow the pattern that 'Must Sex' equals 'Mustn't be Sexed' and 'Must be Sexed' equals 'Mustn't Sex' and it also follows the pattern of male equal non-female and female equals non-male.

In other words it follows the double bind of the 'To Sex' goals package as far as the body's concerned. And because the gender symbol follows this double bind you cannot erase them in therapy until you have erased the 'To Sex' goals package.

Now this is dreadfully important, you could simply waste hours in therapy trying to erase gender symbols out of the mind at Level 5C, and you simply won't do it until the 'To Sex' goals package has been erased at Level 5B. Once you've erased the 'To Sex' goals package at Level 5B then all the gender symbols at Level 5C will erase easily.

Now I'm not going to say it again. I've said it once and that's it. That's the truth of the matter that's the way it is. So don't waste time trying to erase gender symbols until you've erased the 'To Sex' goals package at Level 5B. Now let's talk a little bit about gender symbols. They're of considerable interest to mankind particularly the subject of clothes.

Most gender symbols are clothes. There are some that are non-clothes but the most important ones to human beings are clothes. Now why would this be? Well it comes from this fixed positive ionisation of the body parts in humans and the only way the human being can feel free to move from the positive to the negative side of the postulates in the 'To Sex' goals package is to cover up the fixed positive ionisation on his body parts.

In other words a girl, say, with her fixed 'Must be Sexed' ionisation will wear a dress. Without the dress on there's not much she can do, I mean, there's the body part and it's got this fixed positive 'Must be Sexed' ionisation which is visible there, but she feels that if she covers it up with a dress she can change the ionisation of the dress from 'Must be Sexed' to 'Mustn't be Sexed' at will. You see that?

Even though the body part underneath still retains its fixed ionisation, the female can set out and face the world in games play and change the ionisation of her gender symbols. You see that? So this gives her more fluidity, more flexibility in sexual games play.

Similarly with a male and his clothes. He likes to wear his clothes because he can change the sexual ionisation from 'Must Sex' to 'Mustn't Sex' with his clothes. But he can't change the sexual ionisation of his body parts cause they're fixed.

So you'll find that humans, in sexual games play, almost invariably prefer to wear clothes rather than conduct sexual games play without any clothes on. Without any clothes on they are rather limited in their sexual responses, but when they've got their clothes on they can show an almost infinite range of sexual responses and the whole thing is done with gender symbols and most of these gender symbols are clothes.

Now do you see the role of the gender symbol in human sexual games play? I summarised it very briefly. I'm running out of space on this tape but there is the absolute essence of it. You can test the truth of what I'm saying by an examination of children and one of the great tests of increasing sexual maturity in a child is their use of clothes.

When they are infants and very young children they just run around, doesn't matter. Doesn't concern them if their wearing clothes or not. As they mature as they grow older children prefer to wear clothes simply because of the sexual ionisation on their body is increasing and they feel less

comfortable walking around without any clothes on, so they prefer to put clothes on so they can play the little childhood sexual games that they do play.

And they all play them, children do. The little sexual games that they play with each other, they can play while they've got their clothes on. And that's why older children prefer to keep their clothes on. And for younger children it doesn't bother them, you see? So there's plenty of experimental evidence to back up what I'm saying on the subject of gender symbols in humans, the evidence is all there if you care to look at it. In fact every bit of data I've given you on this tape, there's plenty of evidence to back it up.

You'll find evidence in life and livingness to back up everything I've said. It's all there. Once you know it you'll find the evidence to back it up. I've had to find this material out by doing this research and finding it and digging it out.

Once you've got the data you'll easily find the observational evidence to back up the theoretical material I'm giving you. It's all there, you'll find it there if you care to look. Finally, how do you approach the data on this tape? Well, try and accept the data even if it might feel strange to you, might feel abhorrent to you.

Even if you feel you may be repulsed by it don't reject it out of hand. Just accept it as being provisionally true, as being possibly true. Just bear in mind that it may be provisionally true, while you’re working with the 'To Sex' goals package in therapy. As you come to work with this 'To Sex' goals package you'll find that more and more material show up and this data I've given you will start to make sense.

If you reject this data out of hand that I've given you on this tape you will never erase the 'To Sex' goals package in therapy. If you reject it all out of hand I can tell you that you will still be trying to erase the 'To Sex' goals package when you're an old man with a long white beard.

Now on the other hand if you use this data I've given you on this tape and work with the 'To Sex' goals package you can erase every sexual quirk that anyone has ever conceived of out of the human mind. You can erase the lot.

You can even erase Sigmund Freud's carpet slippers and you can't do better than that can you? So that's it. Bye bye for now. All the best.

End of tape

Level 5C : Tape 6 – [Missing] About Bubbles

Level 5C : Tape 7 – Three Loose Ends

7th July, 1994

[Note: Dennis refers to a previous tape on 'Bubbles', this tape has not been located. On this missing tape it appears that Dennis had introduced a technology to discharge a null package/universe – one in which a non-existence was to be erased, using a null-'To Know' goals package, this technology remains to be re-discovered.]

Hello Greg, Dennis here. This is the 7th of July today and on this tape I hope to be able to cover three rather important loose ends. The first might be called "Bubbles Revisited" and for this I'm grateful to you Greg, for drawing my attention to something on a recent tape, which allowed me to look into the subject of bubbles again and come up with some more material which correlates bubbles with an important aspect of the mind.

Bubbles Revisited

At many times during his research in the 1950's Ron Hubbard came up with some related phenomena to 'The Bubble' the first of this was his mention in the 1950's of the personality called 'The Merchant of Fear'. This was a rather depraved being. The main characteristic of this depraved being was that this person seemed to sort of suck you dry emotionally, acted sort of like an emotional sponge. You would talk to this person for a while and feel emotionally depleted, quite exhausted emotionally.

Ron just mentioned it and then went on to other things. Then later on in the 1950's he did some more work on this and came up with the phenomena of what he called 'The Energy Thief'. Now the energy thief phenomenon was a related phenomena and it's obviously the same phenomena as the merchant of fear.

He is a person that, again, emotionally sucks you dry in conversation and tears your havingness to shreds. I was present when he lectured on this subject; it was a very good lecture he gave on the subject. Again, there the matter rested.

Then late in the 1950's he came up with the phenomena of 'The Vacuum', which he researched some more and he discovered that the vacuum had this peculiar property of sort of slurping in energy and again if a person was dramatizing this they would show the characteristics of the energy thief and the merchant of fear.

This was the phenomena of the vacuum from the whole track, which gets into re-stimulation in present time and the person who is dramatizing this would be sitting in the vacuum and acting as an energy vacuum. It kept cropping up in Ron's research and he never resolved it and he kept adding bits to it as the years went along and we see a progression from the merchant of fear through the energy thief to the vacuum.

It obviously kept cropping up on the subject of havingness because Ron had a havingness process in mocking up masses and pulling them in on yourself. Well that would tend to restimulate the vacuum effect and you would get these masses flying in at times and they used to call them avalanches and I think, although I can't be certain of this, I think the phenomena there came from the work he did on that havingness technique, mocking up masses and pulling them in.

It would certainly restimulate the vacuum and anyway whatever the source was of his research on it culminated, as far as I know in the late 50's there with the phenomena of the vacuum. Now another name for the vacuum was 'The Black Hole in Space' and it was an energy slurp. It would simply slurp energy from the being. He would put energy out towards this thing and it would simply gobble up his energy and again it would drain him dry emotionally, and he would feel quite exhausted and his havingness would get shot and there were the phenomena of the vacuum and so forth and the various other names.

And so we have all the little phenomena. Let's go through them again, we have the merchant of fear, the energy thief, the vacuum and the black hole in space. Now I've come across these phenomena in auditing preclears, particularly the black hole in space and it's a very nasty phenomenon if you ever come across it.

If the person hits it on the track it can be very nasty indeed. It throws the E-Meter violently about the place and throws the preclear emotionally about the place too. It's a very nasty incident and produces an enormous amount of fear of the black hole, simply because it's slurping the persons energy and they daren't go near it.

They feel like they're going to get lost in the black hole. They'll vanish. They feel they will completely lose their identity by being slurped into the black hole. Alright now so much for Ron's research along those lines, I mean, he did a lot more work on this. I've just given you a resume here. If you want to hear his actual lectures you would have to pick them up and listen to them.

He gives a lot more material than I've given here on this brief resume. But I've given you the essence of the material. Now we know from my research that there is this phenomena of the bubble that when a 'Mustn't be Known' postulate is parked in the void and you come along and direct a 'Know' postulate at this 'Mustn't be Known' postulate that a bubble of energy will appear around the 'Mustn't be Known' postulate and you will get the phenomena of the bubble.

And we know that these bubbles do occur. There was a period on the track where these occurred and we have a technique for getting rid of ‘The Bubble’.

The null-'To Know' Goals Package

The bubble is the manifestation of something from nothing, of getting energy coming into existence from a non-existence, something from nothing. And I developed the null-'To Know' goals package to handle the bubble and erase the bubbles. All this I've given you on the previous lecture on the subject of the bubbles. So far so good.

But all I've given you was what happened if you directed a 'Know' postulate at the bubble. But then again what would happen if you were to direct a 'Must be Known' postulate at the bubble? Well now, I should have mentioned this on my last tape.

[Note: This is a very interesting shift, here Dennis is applying the positive leg of the postulate (MBK) to the negative leg of the postulate (MNBK), not it's opposition. Thus, it is not of the usual complementary or conflicting form.]

The reason why I didn't mention it on my last tape is a very interesting reason. With the bubble phenomena on my track at no point on my track did I ever direct a 'Must be Known' postulate at a bubble. I only ever directed a 'Know' postulate at a bubble and so I had no subjective data of what would happen if you were to direct a 'Must be Known' postulate at the bubble.

Of course it's obvious from basics what would happen if you were to direct a 'Must be Known' postulate at the bubble. What's going to happen is the energy that you direct at the bubble is going to go towards the bubble which is essentially a 'Mustn't be Known' postulate that's sitting in the void and as soon as it gets under the influence of the 'Mustn't be Known' postulate it's going to go black and start to disappear.

So you're sitting there, you're directing energy towards this bubble and your energy is going into the bubble and disappearing, is vanishing, you see. That's the effect that you're getting. You don't know what's in the bubble, you see, all you know is that you're directing energy at the bubble and your energy is disappearing, hitting the 'Mustn't be Known' and is going black and vanishing.

You must realise that a 'Mustn't be Known' postulate is an un-mocking postulate. I mean if you put a powerful enough 'Mustn't be Known' postulate into an energy mass, the energy mass will simply vanish. It's the non-existence postulate, 'Mustn't be Known', it's the non-existence. It's the way you un-mock things, you see.

So you've got a powerful 'Mustn't be Known' postulate sitting in the void and you direct a 'Must be Known' postulate at it you're going to feel yourself being sucked dry, that's the effect there. But as long as you keep directing 'Must be Known' postulates at it you're going to lose your energy all the time. It's going to keep disappearing under the influence of this powerful 'Mustn't be Known' postulate sitting in the void.

So you get the effect of the phenomena that Ron Hubbard was mentioning there in his research. Now the interesting thing that I never correlated with Ron Hubbard, I knew of his research, of

course, but I never correlated it with the bubble phenomena simply because on my own track I'd never done this thing. I'd never directed a 'Must be Known' at the bubble.

I had to do it in present time. Create the bubble, put the postulate in the bubble and direct the 'Must be Known' postulate at the bubble and immediately got the connection straight away between the vacuums, the merchant of fear, the energy thief and the black hole in space.

The whole thing just fell immediately into place because there was the exact phenomena that Ron Hubbard reported in the late 50's. So we can add to our knowledge of the bubble, we can take this material from Ron Hubbard there, that a person inside the bubble dramatizing the universe of the bubble will give all the manifestations of the black hole in space, the 'Mustn't be Known' postulate.

In other words, this person almost certainly would have a black field and they would, when you talk to them, they would tend to emotionally dry you out. You will feel your havingness getting shot in their presence; this is the energy thief, and also the degradation there. The loss of havingness leads to a feeling of degradation, and the person who's collapsed into the bubble would of course be degraded and we get this phenomenon of the degraded being in the bubble. The phenomena of the merchant of fear so all the ends tie up now.

That this is what would happen if your person was to approach a 'Mustn't be Known' postulate sitting in space and direct a 'Must be Known' postulate at it. They could get overwhelmed by the 'Mustn't be Known' postulate. They'd lose all their energy to it and finally succumb to it and sink into the 'Mustn't be Known' postulate and they could be dramatizing this in present time, and they could actually be a bubble personality, what we would call a bubble personality. I think that's a better name than energy thief or merchant of fear, it's a bubble personality. They show the manifestation of no substance. Their personality is all airy-fairy, no substance, there's nothing there. Every time you try and pin them down there's nothing there. And all the time there's the uncomfortable feeling that you're in the presence of nothing. There isn't anything there. They're sitting in the middle of a bubble and the essence of the bubble is that there's nothing there. And all of us have no doubt met this type of person. I've met this type of personality.

As soon as Ron Hubbard mentioned the phenomena back in the ‘50s I recognised the personality and I also recognised it from auditing preclears because the phenomena had shown up in auditing on whole track but I didn't recognise what it was, many auditors had spotted it, but I didn't recognise what it was, but as soon as Ron clarified it we all knew what it was there.

So tying up all the loose ends now on the subject of the bubble. You can expect that some personalities will be inside the bubble and they will be an energy thief. And you'll find your havingness gets depleted. They will tend to be a bit degraded as a personality and so on.

And also you can expect to feel the bubble personality. When you come across this personality in everyday life there is a sort of a lack of substance to them. They're airy-fairy, there's no depth to them there. And you would also experience the manifestation of loss of energy.

So there, Greg, that wraps up the whole subject now. We can tie up the subject of the bubble there. You get the phenomena of the bubble itself forming around the 'Mustn't be Known' postulate as a characteristic of directing a 'Must Know' postulate at it.

If you don't direct a 'Must Know' postulate at it you won't see much of a bubble. If you direct a 'Must be Known' postulate at a 'Mustn't be Known' postulate, no bubble will form, you'll just get the energy slurp. You'll just lose the mass that you direct at the bubble. The mass will tend to be unmocked by the 'Mustn't be Known' postulate.

So there's nothing fearful about this. The correct thing to do if you come across something which is slurping your energy? Well, simply realise what it is, that it's a 'Mustn't be Known' postulate and simply duplicate it.

It's ok, it's a 'Mustn't be Known' postulate that's what it is. It isn't anything mystical. Physicists in modern science have come up with a phenomenon called the black hole in space where objects disappear in this thing which seems to be a bottomless pit.

Well now whether these things exist in the physical universe, they probably do, they may be a manifestation of the bubble phenomena in the actual universe of physics, in the actual real universe in present time, in the galaxy. I wouldn't be a bit surprised if they are there. So we do have the manifestation of the bubble still floating along in the universe in present time and it hasn't left us, it's still with us.

It's the phenomena of the bubble and it's known in the subject of physics as a black hole. So there, that ties the ends up on the subject of the bubble.

The only thing left now is to ask does any of this modify in any way our technology regarding the bubble?

No it doesn't, we just have to realise that the junior universe of a vacuum is a non-existence by definition. If you look up the word vacuum in the dictionary you'll find that it's defined as a non-existence and an absence of mass.

So the term vacuum and non-existence are pretty well synonymous. So be very careful that when erasing a vacuum from the mind. It can be made the subject of the null-'To Know' goals package at Level 5C-Bubbles and it will erase as such in that goals package.

The junior universe of a vacuum cannot, repeat, cannot be erased as the subject matter of the 'To Know' goals package at Level 5C because the vacuum is a non-existence it has to be made the subject matter of the null-'To Know' goals package at Level 5C-Bubbles. The mass, the actual mass

of the bubble, the actual sensation mass that surrounds the bubble, that can be made - because it's an existence - that can be made the subject matter of the 'To Know' goals package at Level 5C.

So the bubble, the junior universe of bubble, that is just the sensation mass, can be erased from the mind at Level 5C, it can be erased from the mind by making it the subject matter of the 'To Know' goals package at Level 5C. But that won't break the phenomena down.

Inside the bubble is the non-existence and you have to erase the bubble phenomena. You must erase the junior universe of non-existence, making it the subject matter of the null-'To Know' goals package at Level 5C-Bubbles as I've already mentioned on the earlier tape.

So all we really have to do is just to be very careful when dealing with this junior universe of the vacuum, that you'll have to treat it as a synonym for the junior universe of non-existence and use it and erase it within the confines of the null-'To Know' goals package and you'll be fine. It erases like a lamb, it does. Once you've erased the null-'To Know' goals package at Level 5C-Bubbles. Then none of this material has any charge on it at all, it's all as dead as a mackerel, it doesn't rate a flicker on my bank, none of it does, not a flicker.

Even doing the correlation and playing with it there's just simply not a flicker. The whole secret is to erase the junior universe of non-existence in the null-'To Know' goals package. Once you've got that nulled down and erased then the whole subject of bubbles is dead. It's just deader than a piece of dead mutton, it is, as far as charge is concerned.

Right, well that wraps up the subject of bubbles.

Additional Data on Sex

Next I want to give you some additional data on the subject of sex. I wanted to include this in the original tape but unfortunately the spool wasn't long enough. And I had to leave it off and as it was the least important of the material this was the material that got deleted.

Well now I'm on a new tape and I've got a bit of tape to spare here. I can give you this new material.

Gender Obsessive Postulate Situation

This is the material on the subject of GOPS. Now these GOPS are the initials of Gender Obsessive Postulate Situation. It's a rather clumsy term but it's the best descriptive term for the phenomena I know of, without going into vast complexities of material which I haven't yet introduced and don't want to introduce at this stage because my research just isn't complete on it.

So we'll call it a GOPS at this stage. Later on if I complete my research on this material I'll call it something else but at this stage we'll call it a GOPS. Now an almost universal sexual problem that

human beings have is, and this applies to both males and females, is puzzlement as to whether a particular sexual activity that they engage in, one that they use to derive sexual sensation, whether this is a masculine or a feminine activity.

And it can be very puzzling. When one considers the almost infinite variety of sexual quirks that the human mind is capable of producing it's no surprise that this puzzlement occurs amongst human beings. The problem arises when the person gets involved in some sexual activity which they find sexually stimulating and then the activity may not appear to match their gender completely so they say to themselves, "Well am I out of gender?" you know, the male might say, "Well I'm engaging in this activity, is it a homosexual activity? And if it is a homosexual activity then therefore if I am engaging in this activity I'm a sort of secret homosexual."

And he starts to worry about it. And he can't resolve it so the whole thing becomes a sort of an unresolved problem and sits there in his mind as an unresolved problem. You see how this could be? And it's only because of the vast number of sexual quirks that occur on the subject of sex.

There are more sexual quirks than there are quirks on any other of the goals packages, you know. There are a vast number of sexual quirks that human beings are capable of. Well fortunately in this technology it's very easy to resolve this problem once and for all. We can take any quirk in the human psyche. Any conceivable quirk in the human psyche, which is a behaviour which generates sexual sensation and we can determine with utter certainty whether this is a masculine pursuit or whether it's a feminine pursuit.

And this is the subject of the GOPS, the Gender Obsessive Postulate Situation.

Now if you recall on the earlier tape on the subject of the 'To Sex' goals package, I mentioned almost briefly in passing that the male goes into sexual orgasm when he drives the female from 'Mustn't be Sexed' into 'Must be Sexed' and the female goes into sexual orgasm when she drives the male from 'Mustn't Sex' into 'Must Sex'.

You remember that material it's on the earlier tape there. The male deprives the female of her 'Mustn't be Sexed' postulate and drives her into 'Must be Sexed' and thereby goes into orgasm. The female, her orgasm is depriving the male of his 'Mustn't Sex' postulate and thereby driving him into 'Must Sex' and that's her orgasmic situation.

Now these orgasmic situations are the peak intensity of sexual sensation so this particular postulate configuration, this particular postulation situation becomes obsessive to the gender. That's the essence of what I'm getting at here. That's why I call it a Gender Obsessive Postulate Situation.

The male becomes obsessed with activities that deprive another person whether a male or a female, that deprive another person of their 'Mustn't be Sexed' postulate. And drive them into 'Must be Sexed'. He becomes obsessed with this postulate configuration, with this postulate situation.

Similarly the female becomes obsessed with the postulate situation where she is depriving another, whether a male or a female of their 'Mustn't Sex' postulate and driving them into 'Must Sex'. In other words these GOPS situations become associated in the mind with peak sexual sensation. You see that? And equally importantly they're quite distinctive. The male has no interest in the GOPS of driving a person from 'Mustn't Sex' into 'Must Sex'. It simply leaves him cold.

He simply doesn't generate any sexual sensation for himself in that situation. It's not a peak sexual experience for him, at all. Yet that same situation is very significant to a female, you see that? Similarly with a female, to the female the situation of 'Mustn't be Sexed' being driven into 'Must be Sexed' leaves her completely cold, you see that? Has no significance for her at all.

So these situations are distinctive of gender. We can separate gender, in other words, by the sexual quirk that the person has and is using to generate sexual sensation. Or it could be, doesn't need to be a sexual quirk, it could be just ordinary straight sexual relationship, good normal sexual relationship, there.

They are separated out too. So this is of tremendous value to us on this subject of sexuality. All we have to do is to know what the sexual situation is that the person is engaged in, which they're using to derive sexual sensation, and note it's postulate structure in terms of the sexual postulates of the 'To Sex' goals package. In other words see what sort of a sexual situation it is, once we've spotted it we know, it's going to be one or the other, it's going to be one of those two, it can't be anything else.

See the person's either in a male universe or he's in a female universe. If he's in a male universe it's the male GOPS and if the person's in the feminine universe it will be the female GOPS. The only evaluation required is to take the situation and interpret it in terms of the sexual postulates of the 'To Sex' goals package. You see that? But that's not difficult if you know the postulates. If you know the postulates there you can see at a glance.

This never poses any difficulty, never poses any difficulty at all. I'll give you an example of this that will clarify the situation. I had a preclear once many years ago in London that had a sexual quirk to do with wearing Wellington boots and he used to get sexually aroused if females were wearing Wellington boots. It used to give him an erection; he used to get sexual arousal. And he was always pestering his girlfriends to wear Wellington boots.

Well this was fine, the only trouble was that if he wore Wellington boots himself he would get sexually aroused and the problem was that it used to worry him as to whether he was masculine or feminine. He didn't know whether it was a masculine quirk or whether it was a feminine quirk. He didn't know whether he was a homosexual or not.

That was the main worry. He enjoyed his little game with the Wellington boots, that wasn't what was bothering him. What was bothering him was he didn't know whether he was in his male

universe where he reckoned he ought to be or whether he was in the feminine universe where he decided he didn't ought to be. See?

Well now we could solve this right away, the person could solve this right away, there. Quite obviously the female wears the Wellington boots. If he wears the Wellington boots he's the female. But look it's still the male getting the sexual arousal. So the Wellington boots in some way must be associated with the male orgasm. You see that?

It's a male pushing the female through from 'Mustn't be Sexed' into 'Must be Sexed'. I can't tell you any more than just the barest details of it but essentially it would have been a male activity simply because of this consideration the female is more easily sexable when she was wearing Wellington boots. It made her more sexable, more sexy and more amenable to sex. I recall him telling me that, that was definitely part of it there, that it made her more amenable to sex, so there we are. That somehow wearing the Wellington boots was depriving the female of her 'Mustn't be Sexed' postulate.

So therefore it's a male GOPS, therefore he was a male, he was in the male universe. You see how you could evaluate this? Now this can go to quite extreme lengths this evaluation, it can. How about a male who derives sexual pleasure from being raped by another male, it gives him an erection. How about that?

Now which universe is he in, is he a male or is he a female? Is he in a male universe or is he in a female universe? He's in the male universe, he's not in the female universe. Why? Why is that? Well the GOPS, the gender obsessive postulate situation that is giving him the sexual thrill, giving him the erection is a person being driven from 'Mustn't be Sexed' into 'Must be Sexed' which is the male GOPS, you see that. The fact that his body is being driven through the 'Mustn't be Sexed' into 'Must be Sexed' has got nothing to do with it. He's not occupying that side of his body when it's happening to him, you see. He's the other side deriving the sexual pleasure... occupying the male side of his body during the sexual assault and enjoying the sexual sensation as a male would enjoy it. You see that?

So he's in the male universe at that point. See it's not difficult to sort it out. It's simply a question of which of the GOPS's is the one which is sexually stimulating to the person and that determines their gender. Now I'll give you an example of a male that's in a female universe.

We have the case of a male who wears feminine clothes in order to sexually arouse other males. Now here the GOPS is driving other males from 'Mustn't Sex' into 'Must Sex'. In other words he's trying to deprive them of their postulate 'To Not Sex', trying to force them 'To Sex'. you see, by wearing feminine clothes. So this male is in the feminine universe and he's being sexually stimulated by a feminine GOPS.

Take some feminine examples. Let's take the example of a mother who has a queer sexual perversion, who derives sexual sensation and sexual pleasure from dressing her son in female

clothes. Now which universe does that put her into? Well it puts her into the male universe. It's a male GOPS situation because she's driving her son from 'Mustn't be Sexed' into 'Must be Sexed' by making him wear feminine clothes. So therefore she's in the male universe. It's a male universe GOPS situation.

On the other hand a mother with a sexual quirk where she derives sexual sensation from dressing her daughter in boys clothes would be in the female universe. And why would that be? Well by dressing her daughter in boys clothes she is driving the daughter into a 'Must Sex' situation, she's masculinating her, you see, driving the daughter from 'Mustn't Sex' into 'Must Sex' by forcing her to adopt all these male gender symbols. So therefore it's a feminine GOPS situation and she's in the feminine universe when she practices this perversion.

You see they can all be sorted out, Greg. I think I've given you enough examples here now to see it doesn't matter how peculiar the perversion, providing the person derives sexual sensation from the perversion you can always determine which GOPS it is and thereby determine which universe, whether male or female, the person is in. So there's the mechanism of the GOPS, it's a very valuable mechanism. It's something that any sexual therapist would give his back teeth to know about, you know.

Using Bubble Technology on the ‘To Sex’ Goals Package

I mean it solves so many problems, instantly. It's an instant solution to so many human sexual problems. Finally on this little section on the subject of sex I'd like to anticipate some questions I'm likely to be asked on this subject of whether there's any use of the bubble technology in the erasure of the 'To Sex' goals package. Well the answer is no. The answer is no. Even though we have a situation where we have a male with male sex cells and no female sex cells and female body with female sex cells and no male sex cells, I've thoroughly researched this whole area in terms of bubbles and the answer is no. The answer is no there's no bubble situation that I've come across on the subject of sex.

In other words, the 'To Sex' goals package will erase without using the bubble technology on the subject of sex cells. It wouldn't be technically wrong to address the junior universe of no male sex cells within the null-'To Know' goals package or the junior universe of no female sex cells within the null-'To Know' goals package.

It wouldn't be technically in error to do so but I've never come across a situation where it would be required to do so, and certainly one wouldn't dream of doing so until one had erased the general junior universe of non-existence within the null-’To Know’ goals package.

But anyway, as I say, I haven't come across any need to do this I've thoroughly researched this whole subject of bubbles in relationship to sex there and it's a dead end. It really is, it's a dead end. It was very promising when I first came across it. I thought, "Well, well this will be an absolutely fertile ground for bubbles." And it isn't, it isn't. It's a dead end. So there's no point in it,

there's no future in it, and although you can certainly erase those null universes of no female sex cells and no male sex cells if you want to but I don't think you'll get anything out of it. It's a dead end. So I thought I'd mention this in passing to answer a question which I might be asked in the future on the subject of the relationship of bubble technology and the erasure of the 'To Sex' goals package. The answer is, it's not necessary. You don't need to back up our bubble technology on the subject of the 'To Sex' goals package regarding sex cells.

However there are some conceivable games people might play with gender symbols and the absence of gender symbols where you could use the bubble technology. Where a person gets involved in playing games with the absence of gender symbols. But look this material here is not necessary to run in order to erase the 'To Sex' goals package. The 'To Sex' goals package will erase quite independently of the subject of gender symbols as I mentioned to you on the main tape.

You know, actually it's the other way around. That you won't erase gender symbols until you've erased the 'To Sex' goals package. So although you may use the bubble technology, may have need for the bubble technology on the subject of gender symbols, on playing games to do with the non-existence of gender symbols it doesn't apply on the sex cells game which is the game associated with the erasure of the general 'To Sex' goals package in therapy.

So I hope that will answer the questions that haven't arrived yet but undoubtedly may arise in the future. Ok, so much for that.

Identity and Purposes, Entities

The third and final thing I want to take up on this tape is the subject of identity and purposes and to wrap up this subject of Level 5C. Now the first thing we need to know about an identity is, of course, that it is a junior universe, that the class of identities are within the class of junior universes.

It's a type of junior universe, see, it's an identity. The only difference we see between the idea of an identity and the idea of a junior universe is that the identity we usually consider as being alive or, as the main class of junior universe consists of both life and non-life objects, entities. Ok?

Junior Universe Only Consists of Postulates

Now, one of the propositions that some people find very difficult to grasp is that a junior universe and that includes identities, of course, only consists of purposes. It's very difficult for some people to grasp this, they think that there's something else there. In other words, the great illusion in this universe is that a junior universe, identities etc. consists of other things than postulates. Or if they do consist of postulates, they consist of postulates plus other things. Well this just isn't so.

The junior universe only consists of postulates.

This isn't just an idle speculation I can actually prove this statement because in my research on many occasions I've erased postulates from the mind and discovered that junior universes are erased too.

For example, the junior universe of masculinity consists of, and only consists of, the postulate 'To Sex' and the postulate 'To Not Sex'. Now how do I know this to be so? Well simply because when you erase the 'To Sex' goals package, in which two of the four postulates of the 'To Sex' goals package are the postulate 'To Sex' and the postulate 'To Not Sex', you find that the junior universe of masculinity has erased too.

Now if the junior universe of masculinity consists of other things than those two postulates then there would be a residue left after the 'To Sex' goals package was erased. Wouldn't there? But there is no residue. When you come to test the junior universe of masculinity at Level 5C after you've erased the 'To Sex' goals package you find there's absolutely nothing there. That’s it it's gone, it's erased, it went when you erased the 'To Sex' goals package.

Similarly with the junior universe of femininity, which only consists of the two postulates 'To be Sexed' and 'To Not be Sexed', that to erases when the 'To Sex' goals package erases, thus proving that it only consists of those two postulates.

So I'm on very firm ground when I say this. It's not just an idle opinion. I'm on very firm ground. So our very first principle to do with Level 5C will tell us the 'Royal Road to Erasure' using junior universes is first of all to null down the 'To Know' goals package at Level 5A, as far as we can.

Then to get in at Level 5B and null, well more than null, but collapse or erase as many junior goals packages as we can at Level 5B. And, only then, to even start looking or even consider going on to Level 5C.

You see there's a very good reason why Level 5B precedes Level 5C in the procedure. Level 5C simply doesn't run until you've run Level 5B, and we see why it won't run, because the junior universes at Level 5C consists of the postulates found in the junior goals packages at Level 5B.

In fact the only junior universes that will hang fire, that you'll find at Level 5C that are hanging fire are those which have got postulates in them to do with junior goals packages, which as yet have not been erased or collapsed at Level 5B.

As you're picking up these junior universes at Level 5C on the basis of interest, your interest will naturally go to the ones which are un-erased. You see, you're picking them out there and they won't erase, they haven't erased. The only reason they haven't erased is because the purposes are hanging fire on un-erased and un-collapsed goals packages at Level 5B.

And why are these junior goals packages hanging fire at Level 5B? Why didn't they erase at Level 5A? Well they didn't erase at Level 5A because the person considers the purpose of these junior goals packages to be independent of the four legs of the general 'To Know' goals package. If the

person considers the purpose of the junior goals package to be within the purposes of the general 'To Know' goals package of course then the junior goals package will collapse and erase when you're nulling at Level 5A. You see that?

Or to put it another way when you finally erase the 'To Know' goals package at Level 5A all the junior goals packages at Level 5B will have been erased and all the junior universes at Level 5C will have been erased. So when you finally do erase the 'To Know' goals package at Level 5A there isn't anything left at Level 5B and there's nothing left at Level 5C to erase. Follow that?

The theory behind this is very simple and I'm giving it to you here. If you can grasp this you get the whole thing and you'll have no trouble on Level 5A, 5B and 5C. If you don't get it you'll struggle.

Some More Clarity on the Level 5 Procedure

So your procedure, you start in at Level 5A, you null 5A down as far as you can go. It may go through to erasure, fine, marvellous. If it does then you won't have to do anything at Level 5B or Level 5C, but with the vast majority of people it will hang fire, it will null down and then stop.

Well that's the point you leave 5A and go on to 5B. You say to yourself, "Right, I've got some junior goals packages which I consider independent of the 'To Know' goals package" and you find them at Level 5B on the basis of interest but you select them off the prepared list I've given you.

I've given you a list of the most important of the junior goals packages at Level 5B. You select off that list initially. Till you've exhausted that list. Till there's nothing on that list which is of any further interest to you. Then when you, and every time you erase or collapse a junior goals package at Level 5B you always go back and re-null the 'To Know' goals package at Level 5A.

You must mop up that extra charge. And backwards and forwards you go. When you can't find anything on the prepared list I've given you, and there's still some charge around you say to yourself, "Ok." You can then start looking for junior goals packages of your own if you want to. I've given you how you can find them and how you can find if they're erasable or not.

But finally you're going to get to a point on Level 5B where you can't find any more junior goals packages of any significance. It's all gone very quiet but the 'To Know' goals package still won't erase, won't go to erasure. Right, that means that you're now finished with 5B temporarily.

You've got to go onto 5C now. So you go onto 5C and on the basis of interest you find a junior universe. Now the first thing you do with a junior universe is run it. Make it the subject matter of the 'To Know' goals package at Level 5C. That's the first thing you do. If it erases that's fine, you've finished with that one. Then re-null the basic 'To Know' goals package at Level 5A.

Every time you erase a junior universe at Level 5C you always re-null the 'To Know' goals package at Level 5A. You must do this to mop up your charge; otherwise you'll keep building up charge on

the basic package, which will stop you in your tracks eventually. You've got to keep that basic package nulled.

But sooner or later at Level 5C you're going to come up against one that won't erase. You try it at Level 5C and it just grinds on. You make it the subject matter of the 'To Know' goals package and you can't erase it. And so, right, what do you do then? Well you say to yourself, "This junior universe must consist of some purposes which belong in an un-erased or un-collapsed junior goals package at Level 5B and it's up to you to find out where it is.

So you sit down and list out the purposes and functions of this junior universe that is hanging fire. Just list them off. Just write them down on a bit of paper if you want to. Then you pick the most important, this is the test, the most important of these functions or purposes and use that.

You say, "Right, well there you've got this purpose, now you've got to find the goals package." You've got to find the goals package at Level 5B and formulate that purpose into a goals package at Level 5B. Or if you do so and it's un-erasable then you've got to find an erasable one.

Here, I've given you that technology that'll do that so I won't repeat that again. You've got to find an erasable goals package at Level 5B that's hanging fire that contains the purpose of the hanging fire junior universe at Level 5C.

Then having found it you erase or collapse that junior goals package at Level 5B. And as soon as you erase or collapse that junior goals package at Level 5B you immediately go back to Level 5A and re-null the basic package. Then go back to 5C and have another look at your junior universe. You now test that junior universe once more back in the basic package; it may go through to erasure now.

If it doesn't, then ok, go back to your list of its functions, purposes. Find another purpose, then find another junior goals package at Level 5B and do the same procedure again. Erase that or collapse that then go back and re-null the 'To Know' goals package at Level 5A. Then back to your junior universe at Level 5C and retest it within the 'To Know' goals package.

All the time you're nibbling at it, you see. Every time you're nibbling at it you're breaking it down, breaking it's purposes down, erasing it's purposes, eventually there'll be nothing left. It will just fall apart. Be nothing there. Now that's the way you do Level 5C.

So the key datum here is that every time you erase or collapse a junior goals package at 5B or every time you erase a junior universe at Level 5C you must, repeat must go back to Level 5A and re-null the basic package. That is vitally important. Otherwise you'll just be leaving yourself with charge on that basic package and your therapy will grind to a shuddering halt. Got to keep that basic package at Level 5A nulled down.

Then one day you'll go back to the basic package and re-null it down and it will go straight through to erasure and all of them have gone now. All of the junior universes have gone and all

your junior goals packages have gone and your basic package is gone. The whole lots gone, and nothing, none of them will show on an E-Meter, it's all gone, the whole lots gone. You won't be able to find any goals packages or any junior universes that will move an E-Meter in the slightest.

You've done it. You've got that. Ok, you have now completed Level 5. Well that's the routine, that's the way you do it. And so I see I'm getting to the end of this tape. I'll wish you good luck on Level 5C.

Bye bye for now.

End of tape

After Level 5 : [Missing] Level 2 After Level 5, Part A?

After Level 5 : Tape 2 – Level 2 After Level 5, Part B

3rd January, 1994

Hello Greg, this is Monday January 3rd, 1994 and so far this year in Redland Bay it has been very hot, extreme heat, with northerly winds, most trying. I am recording this on a very hot afternoon; I am having to turn the fans off because the otherwise the sound of the fans will go on to the tape through the microphone so it promises to be a hot afternoon. And since cutting the last tape on the subject of Level 2 after Level 5, I realised so much more new material had come to light that I really better call the last tape Part A and I will call this Part B. So the old tape is Part A of Level 2 after Level 5 and this is Part B of Level 2 after Level 5.

[Note: The 'old' tape referenced as Part A is presumed to be the Level 6 Bonding Lecture from March 1993, and as such this is labelled : After Level 5 : Tape 1 – Bonding, though some elements of what Dennis' states here does not relate, so there is a possibility that we are still missing a tape.]

The Best Way to Run the Process

I'll give you the best way to run this procedure that I know of to date. First of all running the process itself, after you've done everything, you see, you've done your test, you've found your bonding you've got your classes here, you've got your A and you've got your B and you're all ready to break the bonding.

[Note: The Common Class of AB here is a Null Class, the reasoning behind this is given earlier on in the Practical section of After Level 5 : Tape 1 – Bonding.]

Right, well this is the best way to run the process.

First off you start to find some differences between A and B. Now you run that process until no more answers. Now that is the best way to run that process, till no more answers. You run differences between A and B until you have no more answers.

Then you will switch over then to similarities. You then start finding similarities between A and B and you will run this until you have no more answers. Then you will go back and do, differences between A and B, again until no more answers, and back on to similarities between A and B until no more answers, then back again.

You go backward and forward until you have absolutely no more answers on either side of the process. Follow that? And that is the best way to run the process.

There is absolutely no point in sitting there comm-lagging the answers out. The reason being that when you run differences you start as-ising the differences and then the similarities start to show up. So you run the differences till you have no more then you are ready to run similarities, you see. So then you start as-ising a few similarities, as-ising similarities till you have no more of those and then differences start to show up again.

So by running one against the other; you get the optimum gain from the process. It's simply because it's a flip-flopper process. You're running differences and similarities back to back and because you can do this you can run this process till no more answers.

Flip-Flop Processes are Safe

By the way that's a general principle of auditing. It's not a very well known principle of auditing but it's a general principle of auditing that when you have a flip-flop back to back process of this nature, where running one side stimulates answers on the other side and running the other side stimulates answers on the first side, you could run either side to no more answers, then over to the other side to no more answers it's quite safe to do this on a flip-flop type of process.

For example you could run ARC Straightwire process, general ARC Straightwire on a person if you wanted to, in ordinary Scientology auditing. You could run it to no more answers. You would be quite safe because of the flip-flop type of process running.

[*ARC Straight-wire Commands:*

- "Recall something that was really real to you."
- "Recall a time when you were in good communication with someone."
- "Recall a time when you really liked someone."
- "Recall a time you knew you understood someone."]

Running moments of high affinity triggers moments of good communication in the mind and moments of reality or agreement till no more answers. So you could run affinity till no more answers, then moments of good communication to no more answers, then moments of reality/agreement to no more answers then back to good communication or back to high affinity to no more answers.

You see that? You could run an ARC Straightwire like that, to no more answers, quite safe to do so, when you use a flip-flop type process like this. Not a generally well known principle of auditing but it's true. When you are running a flip-flop type of process like this, when you arrive at the point of no more answers, that will also be a point of no more change, so it doesn't violate the general rule of auditing that you continue with a command until no more change. Because when you've got no more answers you will find that's a point of no more change so it is quite safe to leave it, OK so much for that. A little background material there.

But bear in mind that it's not entirely safe to run all auditing commands till no more answers. Some types of auditing commands, the non-flip-flop type, when you're just running a single

auditing command that should be run to no more change that is precisely correct. It's not entirely safe to run all processes to no more answers but I think any therapist worth his salt would know this.

The Best Way to Run the Process (cont.)

OK, that's the way you would run the process, you just flip-flop between differences and similarities. Now as you ran the process you would find that terminal A and terminal B will start to merge.

You will get these merging phenomena of the two and as you start to complete the process the process begins to run flat you will see the merging of the two into one single terminal. Now all that indicates is that there is now a common class, that you can conceive of a common class there of AB. In other words, this class now is no longer a null class and it's now got members in the class so therefore the bonding is broken.

As soon as you can conceive of a common class between A and B well obviously you've achieved your goal. Your whole goal was to break the bonding and that's what you've succeeded in doing once A and B have a common class, in other words they have some common qualities there.

It's interesting to note that if you continue the process beyond this point that not only will you get the merging but you will start to go into the erasure. You will see the terminal, even the common terminal start to erase eventually and as the charge goes off it more and more and more not only will you get the common class, but then this common class will start to fade out and eventually you will find it extremely difficult to put up the two terminals.

You put up one terminal and then you've got to mock-up the other terminal, you know, as you mock-up the second terminal the first one vanishes, it erases, and you put the first one back up the second one vanishes.

You can't hold the two, in other words, you are working with an erasure process, so be prepared for erasure. You are looking at erasure. Now this won't happen if you attempt this process prior to Level 5. Remember that I am using this process after Level 5 has been flattened. See, it's been run on a erased bank so of course you can expect to find that the matrix itself starts to break down and you start to see that the terminals start to go into erasure even as you are trying to work the process beyond the point when you should have finished it. It's not harmful to do so, just note it in passing that you will go into erasure if you go past the point of merging so don't be surprised if that happens, don't be surprised if your terminals erase and it becomes very difficult to hold both of them in existence at the same time.

So that's the final end point of the procedure. Would be the erasure not only of the two terminals but after the erasure of the common terminal too you would be left with a handful of nothing.

That will be the end point there, the final end point. The process can be quite safely left at the point where you can see that A and B do have a common class when you've broken the bonding.

After all that is the goal to break the bonding. But if you want to you can run the process through to erasure. It only takes a few more commands to do so, I can assure you, and you go through to erasure.

Exceptions: Eating, Sex and Intrinsically Different

Now there are only two exceptions, there are two areas of life and living where this won't occur:

The first of them is when you are dealing with areas where the body is involved for example on the subjects of eating and sex. Remember when I cut a lecture on the subject of sex I told you that although you can erase sexuality from the human mind, you break the double bind of sexuality in the mind, you can't break it from the body.

So you will still find that with some of your A and B classes, associated with the subject of eating or the subject of sex, that you won't get a clean erasure simply because the body itself will be holding these things in existence still. Because the body will still be subscribing to the double bind and will still be holding it in existence. So be prepared for that to happen.

And the other area where you won't necessarily get a clean erasure is when the two (items?) within the A and B by their intrinsic nature in the universe are separate. Do you follow that? For example supposing your A was a living being, a living creature and your B was an object. Well they are intrinsically different, aren't they? One is a living creature, one is alive and the other one is not alive, so you wouldn't expect to get a merging there would you? You see, because you're asking them – for this merge to this common class – to be both alive and not alive simultaneously which is a contradiction. So it can't merge. You see?

So if you bear that in mind, if your A and your B are intrinsically different by their very nature, and if merging them would produce a contradiction, a logical contradiction, then of course you won't get the merging and you won't get the erasure so just bear that in mind there.

There are the two areas where you can expect not to get an erasure, not to get a clean merging. One is where the body is concerned that's on the subject the body goals packages, which are mainly on the subject of sex and less on the subject of eating.

And the second area is where A and B are intrinsically different. You wouldn't expect to get a clean erasure there or even a clean merging.

RI

OK, now the subject of RI, running of RI can be helpful in this procedure. The procedure, as I say, is extremely fast. The matrix itself is a little sort of energy mass. It is strange but there it is. As the matrix blows there is a slight loss of energy mass.

So be prepared to run a little RI on this procedure don't be surprised if you need to run RI while running Level 2 after Level 5 and it's correct to do so. You should run it just like you would run it normally. You should run RI before you start the process, you should run it during the process, if necessary, and you should run it at the end of the process.

So don't neglect RI on Level 2 after Level 5. The theoretical reason for this is that loss of matrix is also a loss of importance so you have to repair this importance. Be prepared to use your RI. OK?

Now if you've been following this very carefully, following this through very carefully, you will have realised that Level 2 after Level 5 is an erasure process, which tells us that Level 2 of my technology is an erasure process, except for the interfering factor of the goals packages.

Do you see that? Once we remove the interfering factor of the goals packages, the life goals packages, you know that you've erased the 'To Know' goals packages and all the junior goals packages that need to be run have also been run and the general 'To Know' goals packages have gone through to erasure. Once you've handled the goals packages, Level 2 itself becomes an erasure process.

In other words you can take any two terminals, and I've checked this out and proven it quite conclusively, you can mock-up any two terminals there and put them side by side in the mind and start finding differences and similarities between them and within a few commands, run each side to no more answers, and within a few commands you will be sitting there with a handful of nothing. You can blow them. You can blow them.

Now this won't happen on Level 2 before you run Level 5 but it happens when you run Level 2 after Level 5 so we would confidently expect to get the phenomena that we do get when we use this process to break bondings. We would expect to walk into erasure, which is precisely what does happen because Level 2 is an erasure process after you have run Level 5, so bear that in mind.

Level 3, by the way, is also an erasure process after you run Level 5.

Level 2 and Level 3 are erasure processes after you have run Level 5. It tells you that if you wanted to you could timebreak A and B after you have run Level 2 differences and similarities. You could timebreak them, but you would have to be quick because I assure you that just running the differences and similarities would eventually leave you holding a handful of nothing.

So you better be quick with your timebreaking because Level 2 is going to erase them. They're going to go on Level 2 you won't have anything to timebreak on Level 3, but similarly as a general procedure Level 3 timebreaking is an erasure process after you've run Level 5. You see that?

So just bear that in mind too, in passing. It's a technical datum. That Level 2 and Level 3 are both erasure processes after you've run Level 5, after you have flattened Level 5 and the 'To Know' goals package has gone through to erasure that signifies the erasure of Level 5.

Running Assists with TROM After Level 5

The main use of this sort of thing would be in an assist. After a person has finished Level 5 say, and they, maybe, cut their finger all they'd have to do is just pick up the trauma of the cut finger. You know, where the knife cut the finger and they just pick it up and just timebreak it, you know just become simultaneously aware of the cut at the moment when it was occurring and of present time around them now and the thing would blow, bang, just like that.

Or they could find differences and similarities between the bits and pieces of the trauma of the cut finger and that too would blow it. You know, simply timebreak it. So Level 2 or Level 3 can be used there, above Level 5 as an erasure procedure which, of course, Level 2 and Level 3 are not an erasure procedure prior to Level 5.

You've got to do Level 5; Level 2 and Level 3 are not a substitute procedure for Level 5. You can stay on Level 2 and Level 3 forever. They eventually go null as processes. And then you have to do Level 5.

But after you finish Level 5 you can go back and use them as erasure processes. Follow? Level 2 and Level 3 are not substitutes for Level 5. They were never intended to be such and they are not a substitute. In other words, you can't blow the bank on Level 2 and Level 3. The only way you will blow the bank is at Level 5.

Rules for Level 2 After Level 5

Rule 1 – Keep it Simple

Now there are a few rules I can give you, which will make the running of Level 2 after Level 5 a lot easier. Now the first of these rules: Rule 1 is keep it simple, if you're not careful with this procedure you can work yourself into an enormous amount of complexity and the procedure just drowns in complexity, the procedure does.

Now the way to avoid all this complexity is right back at the beginning of the procedure, when you do your test, when you're testing to find if a bonding exists, you know where you think of A and you think of B. When you think of A you think of both A and B, alright. Well keep A simple. That's the secret. Keep A simple.

If you make A complicated, then you're asking to get a complicated B. But if you keep A simple the chances are you will get a fairly simple B pop up in your mind but if you go in for complicated A's you're leaving yourself wide open for complicated B's and the procedure is going to become a nightmare, if you have complicated A's and complicated B's. Do you see that?

You can't control what is going to pop up. When you think of A then B pops up. Well you can control A. You can keep A simple, but you can't control B. So keep A simple and you are doing all you can to keep the procedure simple.

Now let me give you an example of this. Supposing on this level you think of girl and every time you think of a girl you think of a person wearing a dress. Ok, that's fine. That will be correct. But wrong would be to think of a black girl. It's complicated; you've introduced the subject of blackness. You've now got a black girl. You've now introduced the subject of blackness and non-blackness into your procedure, which is quite unnecessary.

Keep it simple a single terminal. Think of a girl. A girl is a person. You've got a girl person. Well all girls are people. All girls are persons, so that's fine, a girl person, nice and simple. Black girl, no, white girl, no, too complicated. See keep it simple, keep A down to a single class, you don't want common classes for A when you are doing the test.

Keep them down to single classes as far as possible. Keep A as simple as you can and you will win all the time. You make A complicated and you will drown in a nightmare of complexity. So right at the outset keep A simple then you will get a simple B. But if B shows up complicated well there is nothing you can do about it you are just going to have to work with a complicated B. It's the way your mind is stacked. You see?

Keep A simple and you will go as far as you can on keeping B simple.

Give you an example here: You think of a person wearing a dress and a black girl shows up. Well there's nothing you can do with that. You're just going to have to work with a black girl I am sorry that's the way your mind is stacked. You see?

But you've kept it as simple as you can because your A was simple you thought of a person wearing a dress. Well only people wear dresses, you've kept it as simple as you can. Haven't you? So the golden rule is keep A simple when you are doing your test. But you must take whatever shows up. Once B shows up don't try and modify B. Stay with B. You must accept what shows up; because that's the way your mind's stacked. That's the bonding you're trying to break. You mustn't muck around with B. Once you've set up A and a B shows up, well you're stuck with that B. That's the one you are going to have to work with. Ok so much for that. That's Rule 1. Keep it simple.

Rule 2 – The Universe of Discourse Rule

[Note: this is also really useful data for anyone running Level 2 before Level 5]

Rule 2 is the 'Universe of Discourse' rule. Now no matter what A and B are when you're doing the test, you know. You do the test and you got an A and a B pops up. And you've now got an A and you've got a B.

Now, no matter what the A and the B are, they have some universe of discourse in which they both reside and it is up to you to find it. You're going to have to find it and the best time and place to find it is right away. Best time to find it is right away. Find it right away.

Now let's give you an example here of a universe of discourse. I'll give you more than one example. You think of a person wearing a dress, and your mind offers you up a girl. Ok. Well what's the universe of discourse? What universe do they both belong to? A person wearing a dress and a girl well they're both people, aren't they?

They're the universe of people, they're not the universe of inanimate objects or airy spaces. They're in the universe of people. A person wearing a dress is a person and a girl is a person. So really what your saying is: 'If person wearing dress then girl person'. That is your correct proposition, is your correct bonding. So you have a person wearing a dress bonded to a girl all within the class of people. Get it? But you must be aware that they are within the class of people before you do the process, otherwise you can go badly astray, I can assure you.

Example

You can go very badly astray on this. I'll show you how badly astray you can go if you don't realise that you're dealing with a common universe, a universe of discourse. So, ok, you do your test and you think of a person wearing a dress and a girl pops up in your mind you say "Ok, that's fine, so now the terminals I am going to be working with will be a person wearing a dress and a non-girl."

[Note: With the bonding 'person wearing a dress' as A and 'girl' as B, the common class AB is locked. Forcing the class of A Not-B to be null, this is why we are processing this class to bring members into it and break the fixed bonding of AB. This is further explained in the Practical section of After Level 5 : Tape 1 – Bonding]

Ok, fine, there are your two terminals that you're going to be working with on the procedure. Right, so you say a non-girl. Right. Well a caterpillar is a non-girl. So I'm going to find some differences between a person wearing a dress and a caterpillar. Flunk. You didn't discover your universe of discourse.

This is the correct way to do it:

So right now every time I think of a person wearing a dress I think of a girl. Ok I have a person wearing a dress and a girl. Now they're both what? Well their both people. Girls are people and persons wearing a dress are a person. So we have a person wearing a dress and a person who is a girl. Ok, now the terminals we'll be dealing with will be a person wearing a dress and a person who is a non-girl. Correct, correct.

So your two terminals will be a person wearing a dress and a person who is a non-girl. And, now you win. You start to find differences between those two, and the process runs, you see that, because you found your universe of discourse.

If you don't find the universe of discourse, it's an open ended process. You could just run it on forever. You know you could say "Well now a caterpillar is a non-girl." So you could flounder on finding differences and similarities between a person wearing a dress and a caterpillar. And you will get no merging or it's very unlikely you'll get a merging because a person wearing a dress who is also a caterpillar is not an easy thing to conceive of. It certainly does not exist in this universe. So it is doubtful that you will get any merging and you'll simply be wasting time. So you'll eventually bail out of that one after failure.

And you think "Oh, well is there anything else that is a non-girl? So well you think a house brick is also a non-girl." So you start finding differences and similarities between a person wearing a dress and a house brick. And again you'll see everything you are finding is outside your universe of discourse because the universe of discourse is a person so everything you've got to find there should be a person. You see that?

So you should be looking for a person who is a non-girl. That limits it down to a person who is a non-girl. That limits it down considerably doesn't it? See that? And you'll win. You'll win. Now some might argue that by doing this you're short-circuiting the end point of the process because finding a common universe that A and B are in you're short-circuiting the point that you want to get. Well so what? Ha! Ha! Ha!

You're going to have to find this anyway sooner or later so you might as will do it now. The process won't run any other way. Right at the very beginning, you better find this universe of

discourse and work with it. And this gets you over your major difficulty when dealing with negative classes.

You will find early on in the procedure that until you discover the subject of "universes of discourse" B quite often shows up as a negative class. If you're dealing with a positive class or negative class or maybe you'll be dealing with two negative classes, but if you isolate your universe of discourse it doesn't matter if you're dealing with a positive class a girl or a negative class, say a non-girl. It doesn't matter.

Once you've got your universe of discourse you can find examples inside your universe of discourse, you see that, on either side, on the A or the B. It doesn't matter if A is negative or B is negative once you've got your universe of discourse the process runs very easily and smoothly. Until you've got your universe of discourse it's an open ended process and you are not going to get anywhere with it on either side, on the A or the B. Can you follow? It doesn't matter if A is negative or B is negative once you have your universe of discourse the process runs very easily and smoothly. Until you've got your universe of discourse it's an open ended process and you are not going to get anywhere with it.

That was one of the major bugs I had to get out of the process. It's simply a matter of getting the correct universe of discourse before you start doing the process. Well they are the only two rules. The only two rules that are applied to the process, is the rule of simplicity, keep it simple, keep A simple, the thing you think of when you are doing the test. Keep A simple. Keep it to a single class A and you will win. And as soon as you get both your A and your B, you think of A and B pops up in your mind so you've got B you've got your two things there. You've got what is bonded, you've got your 'if A then B', you know, what is bonded to what.

Next thing to do is find your universe of discourse and that's the second rule. And once you have done those two things. You've followed those two rules. It runs like a well oiled dream, I can assure you.

But if you don't know those two rules, you are in real trouble with the procedure and you can never make it run I can assure you. But with those two rules you will make the procedure run. It's a beautiful little process. It's a beautiful procedure for bond breaking.

Theory Material

Differences

I'd like to just finish off with a few theoretical ramification of this material so you will know you've got your theoretical material very sound when you run the process. The concept of differences in this universe, a concept that A is different from B, is essentially the concept that A and B have no common class. In other words, if the common class of A and B is null and A and B have no common class then A is different from B and that defines it.

If A is different from B, then A and B have no common class, and if A and B have no common class then A is different from B. But unfortunately in this universe you can't hold that phenomena. It lacks conviction. In other words you have a couple of mock-ups here, you know. You mock-up these two things and along comes your friend and you say, "Well I got these two mock-ups and A is there and there's B and A is different from B."

And he looks at them and he says "Well I can't see that A is different from B." He says "I can't see how A is different from B."

And you say, "Well, you know, there's A, look at them they look different."

And he says "Well they don't look very different to me they look very much the same to me." He actually is playing games with you.

OK, how do you get over this? Well the only way to get over this is to bond A to some quality X and bond B to some quality Not-X. Then when your friend trots up and you say "Look at these two mock-ups and A is different from B."

He says, "Oh, I don't think A is different from B."

You say, "Yes it is. You see A has got the quality X and B has got the quality Not-X so that makes A different from B."

"Oh, yes," he says, "I can see it clearly now. A and B are different aren't they."

You have convinced him, So the bonding of A to X and the bonding of B to Not-X is a conviction phenomenon. The actual definition of difference in the universe is that A and B have no common class. That's the truth of the matter and you will go a long way, I can assure you, to discover this truth. It is a very deeply buried truth. It is not an obvious truth but it is true. That is the way it is. I will say more about that in a few minutes.

Similarities

It's exactly the same thing with similarities. The definition of A is similar to B is that the class of A and B has members in it. It is not a null class. If A and B is not a null class then A is similar to B. In other words, A and B have something in common.

That's another way of saying that AB is not a null class. You see that? So that's how we define a similarity we say that A is similar to B if the AB class has members in it and by reverse if the AB class has members in it then A is similar to B. But again we're up against this difficulty of conviction.

Along comes someone. You say "I've got these two mock-ups and A is similar to B."

And he says perversely, "Well I don't see how they are very similar. They look very different to me." He is playing games with you.

But then you say, "You see A possesses this quality Y and B also possesses this quality Y so they both possess this quality in common therefore they have a common class. They have something in common so therefore they're similar aren't they?"

"Oh yes," he says "I can see it now."

So again it's the conviction phenomena. So the definition of a similarity is that simple thing, that the class AB has members in it.

These are Basic Definitions

And the very basic definition of difference between A and B is when A and B are different then the class AB is null. That's the basic definition of a difference. So bear in mind the basic definitions but you can't use them in the universe. Well you should know them, but in games play in actual practice, you have to bond A to X and bond B to Not-X in order to convince others that A is different to B.

Similarly you have to bond A to Y and bond B to Y to convince others that A is similar to B. Get it? So it is not at all unusual in this universe to find two objects which are both different and similar. With most objects in this universe you can find differences between them and you can also find similarities between them.

So there is no contradiction between the fact the two objects A and B can be different, you can find differences between them and you can also find similarities between them. In fact that is normally the case in this universe. That two objects will be different and similar simultaneously and it's achieved by bonding A to this quality X and bonding B to the quality Not-X and bonding A to the quality Y and bonding B to the quality Y and then you have done it.

Then A and B are both different and similar. That's the way it works in the universe. And this is very different from the way it looks when you look it up in the dictionary. When you look up the word different in the dictionary you will find different defined as "not identical to," not identical that's what different means not identical. So when a person says two things are different they mean they are not the same.

Well now logically you're in great trouble if you try and define difference in terms of non-identity. You're in great trouble logically if you attempt to do this, although you can logically define identity very precisely. I mean A is identical to B logically if the proposition 'if A then B' and the proposition 'if B then A', if both those propositions maintain then A is identical to B or at least it's equivalent to B logically.

But certainly if those two hold, 'if A then B' and 'if B then A', they both hold, you could say that A is identical to B. Certainly that applies in the human mind, so the two will be identical there. No, no, now you're in trouble here. You're really in logical difficulty because you're not easily able to define the subject of non-identity. It's difficult to define it logically like you can define identity. You can define identity very easily within the terms of the proposition 'if A then B' but you can't define the non-identity with an 'if A then B' type of postulate.

Non-identity is simply the absence of identity. It leads you into an illogic, what's known as a non-equation. You end up with something which is not equal to naught. You see that? Instead of something which is equal to naught. You don't end up with an equation you end up with non-equations and it is impossible to arrive at a definition of anything when you are dealing with non-equations.

This is known in philosophy. And so you're in deep trouble if you subscribe to what's in the dictionary on the subject of differences. The dictionary defined the differences as a non-identity. And I don't think anyone has done any work in this area for 4 or 5 hundred years. I think what happened, about 4 or 5 hundred years ago, somebody said, "Look we better have some definition of a difference, you know. What is the word different? How to we define difference? What do you think Joe?"

And Joe says, "Well if two things aren't identical they must be different."

And the guy says, "Oh ya, that's good. That's certainly true. Ya that'll do fine. That will do fine." And it's been jogging down the time track ever since. You define difference in terms of non-identity, and it doesn't work. You simply can't do it. You try and do it. You try to set up a logical system, the difference based on non-identity. You immediately get into very deep logical difficulties, logical trouble with your definition of a difference. And you end up with something which bears no relationship to what actually happens in the real universe.

But my definition of difference works exactly the way it works in the universe. And it explains why two objects A and B can be both different and similar. So we don't get this difficultly we have a

very smooth run of it when we define differences and similarities the way I define them. So I'm sure that my definition is correct. It feels right. It checks out and you can derive some very workable psychological procedures from the definition. So I am pretty darn sure that my definition of a difference and my definition of a similarity is the correct definition in this universe. The one in the dictionary is simply wrong, where they define a difference as a non-identity.

Two things are different if they are not identical. That is simply sloppy. It is simply wrong. It isn't the way it is.

Now there's no equivalent difficulty on the subject of similarities. Look up the word similarity in the dictionary. It defines similarity as alike. Well two things are similar if they are alike. Ok, well that's a bit wishy-washy, you can't do much with it. You know it's not a definition you can work with. You couldn't do anything with it. But at least you don't get into any great difficulties with it but you can't use it, logically speaking to try and work with.

So my definition of similarities is the only one I know of. There is nothing in the dictionary that helps you. I don't know whether there is any, accepted scientific definition of a similarity. I have certainly never come across any in a scientific text book.

It's worthwhile to bear in mind when working with differences and similarities to get the theoretical background of it exactly right, the actual definition of a difference is that if A and B are different then their common class is null. That's it. That's the definition.

If the common class of A and B is null then A and B are different. You see? That there is the definition and similar with similarities, if A and B are similar then their common class is not null. And if the common class of A and B is not null then A and B are similar.

Now there are your basic definitions but because of the conviction phenomena in the universe it works out the way I've given it by bonding to make A different from B you bond A to quality X and you bond B to quality Not-X and to make A similar to B you bond A to a quality Y and you bond B to a quality Y.

[Dennis below mentions Part A, referring to difference and similarity, no other tape or document referencing ONLY X as a quality can be located- This brings into question whether After Level 5 – Tape 1 is actually Part A of this set. The use of X and Not-B is utilised in the Exclusion Postulate tape though not in this manner of a 'quality']

On the tape Part A of this set by the way I use the symbol X for the qualities in both differences and similarities and it made it a little bit confusing. It is best to keep it separate. When dealing with difference use the quality X and when dealing with similarity use the quality Y and you keep them separate. So, I can pretty well wrap this subject up now.

I got this wrapped up and I am very pleased with this piece of technology. I am happy with it and I am pretty sure I have got all the bugs out of it. I have been testing it for a couple of weeks, no less

than that, but a pretty exhaustive testing for the last week, or so. And I haven't come across any more bugs. But it's a very useful piece of technology and it wraps up our 5 Levels very nicely.

Why it's Called Level 2 After Level 5

We go through Levels 1, 2, 3, 4, 5 then when we go into bond breaking we go back and use Level 2, or even Level 3 if we want to, in the specialised application but we're still within the 5 procedures of Level 1, 2, 3, 4, 5 we still haven't gone outside it.

We're just using Level 2 after Level 5, Level 3 after Level 5. You see that? But I will call this tape Level 2 after Level 5 even though I do mention the idea of using Level 3 after Level 5. I can assure you that the procedure is a very powerful procedure for breaking bonding in the mind and that the only limitation is when you are dealing with the area where you've got the bodily goals packages.

Particularly the subject of sex and the subject of eating you won't be able to get much of any erasure there or a breaking of the bonding there because the body simply is addicted to these false identifications. It is addicted to this bonding. And, as I've also pointed out, you won't be able to get a complete breaking of the bonding when you've got two objects which by their very nature are intrinsically different. By their very nature as objects they're intrinsically different, then, of course, you won't expect to get any blending or any erasure there. But within those limitations the procedure is extremely powerful.

In other words what I am saying is that if the difference between A and B is only being set up by you and your psyche then you will knock it into a cocked hat by using Level 2 after Level 5. If the difference is entirely subjective in your psyche and it's nothing to do with your body and it has got nothing to do with the rest of the universe around you, if it's entirely something you dreamed up one day, then Level 2 after Level 5 is for you.

You can break that bonding and be free of it forever. You can erase it and say goodbye to it forever by using Level 2 after Level 5. So again I wish you good luck with the procedure and bye bye for now.

End of tape

Articles : Tape 1 – Level 2 of TROM

4th January, 1994 (unconfirmed)

[Note: Dennis does not give a date to this article, though it appears that he is expanding on the data from the previous lecture, Tape #2 in the After Level 5 Series. In addition to this it is clear that Dennis is dealing with Level 2 at this time therefore it seems appropriate to date this lecture in this period. And even further to this Dennis utilises the symbolism of Y when discussing Similarities, which is something he only introduced in the previous lecture.]

Now I'd like to give you some more information on the subject of Level 2 of TROM. Now Level 2 is the level, which is devoted to finding differences and similarities between "then and now" and I'd like to give you some more information on the subject of differences and similarities in order that it may be of assistance to you when running Level 2.

Differences

When we look up the word "difference" in the dictionary we find that the dictionary defines a "difference" as a "non-identity", in other words the dictionary is saying that if two things are different then they aren't identical. Now this definition of a "difference" in terms of a non-identity is not very useful to us for the following reason.

It's well known in science that to define one thing in terms of the absence of another, never leads us to a useful definition. All good definitions of things come about when we define a thing in terms of something else.

When we define a thing in terms of the absence of something else the definition is hardly useful to us at all. The reason for this is that when we say that two things are different when they are not identical then we are faced with defining "non-identity" in logic.

Well we can define "non-identity" in logic, it is not a difficult thing to define but unfortunately it doesn't lead us to equations which we can easily manipulate. It leads us to what we call in logic "in-equations", what's called an "in-equation". We end up with something which is not equal to naught, something which is not equal to zero and such equations are very difficult to manipulate in logic and aren't particularly useful at all.

So if at all possible in science we always try to define something in terms of the existence of something else, if only because such a definition can be useful to us. Now I have a gut feeling on

this subject of defining a "difference" as a "lack of identity", in other words to say that two things are different if they aren't identical.

I have a feeling here that this definition has been wrong down the time track in the western world for some few hundreds of years. I think it probably started back in the middle ages sometime, maybe 1600, 1700, something like that, when somebody said "Well we ought to be able to define a difference." and they looked across and said "What do think Bill?" and Bill thought about it for a moment and said "Well, if two things are different they aren't identical and that's a good definition of difference isn't it?" and the other person said "Yes, right, we'll put that into the dictionary" and it's been in there ever since.

Nobody's queried it, nobody's really thought about it much, it's been reprinted from edition to edition of the dictionary and it looks alright, the only thing is that it is just about useless from a scientific point of view as a definition.

Now this situation prompted me recently to look into the subject of "differences" and look into it on the track and the universe in general and I quickly realised that there is more to this subject of differences than meets the gaze.

There is a very early game on the subject of "differences" in this universe, which pops up as soon as you start to look at it. And this is the way it works. You have got these two spiritual beings very early on in the universe you see and one of them has got these two mock-ups, one's called, shall we say, is called A and the other one's called B.

They are talking about these two mock-ups, you see, and the owner of the mock-up says, "They are quite different of course aren't they?" and the other spiritual being says "Well, I don't see as how they are different" and the first person says "Well, they are obviously different" and the other guy says "Well, I don't see as how they are different at all".

Now what the first person, the owner of the mock-ups, doesn't realise is that the other guy is playing games with him, the other guy can quite clearly see the difference between the two mock-ups but in order to play a game he is saying that they are not different. In other words, he is saying to the owner of the mock-ups, he is saying "prove it, prove that they are different" and the other guy has to go away and think about this.

He thinks "Well how can I convince this other person that these two mock-ups of mine are actually different from each other" so he gives this some thought and then he finally realises how he could solve this problem.

So having solved the problem he goes up to the other guy and says "Right, these two mock-ups of mine here, you can see how they are different" and the guy says "No, no, he says, I can't see as how they are different". He says "Well, there's mock-up 'A', and here's mock-up 'B', you'll notice that mock-up 'A' possesses this quality X." and the other guy nods and says "Yes, I do see that". He says "Well, now this mock-up 'B' over here does not possess this quality X right?"

Now the guy admits it, he says "Yes, that is quite true that mock-up 'B' over here does not possess this quality X." "So therefore", says the owner of the mock-ups, "The two mock-ups are different". The other guy thinks about it for a moment and reluctantly has to admit that "Yes, you are right, they are different, if 'A' possesses this quality X and 'B' does not possess this quality X then 'A' is different from 'B'."

Now there is the proof and there is the "Game of Differences" in the universe. The game is simply that in order to establish that A is different from B one has to establish that A possesses some quality, call it X, and B does not possess this quality X and having established that one has now established that A is different from B and by establishing that A is different from B, one has proved it, one has proved it against all comers.

Now if you think about this for a moment you see that this is a very excellent definition of a difference, that this guy early on in the universe has actually defined a difference, he defined it in order to have to prove it. He defined it and we can define a difference in that way and it is a perfectly workable definition.

We simply say that A is different from B if A possesses a quality X and B does not possess this quality X. And, by reverse if A possesses this quality X and B does not possess this quality X then A is different from B, see, it's a beautiful definition and note that it's a definition in terms of "existences" and is not a definition in terms "absences".

Well now it would be very useful if we could reduce this state of affairs to some logical propositions and develop some equations on the subject wouldn't it. We would then have a very workable definition of "difference" in the universe and would be able to compare this definition with what it says in the dictionary.

So let's go ahead and do this. Now when we say that A possesses this quality X we only mean that the proposition 'if A then X', that's all we mean when we say that A possesses a quality X, we only mean that the relationship 'if A then X' holds and when we say that B does not possess a quality X then all we mean is that the relationship 'if B then Not-X' holds.

Now it is very easy to manipulate these two relationships, reduce them to symbols and so forth and arrive at some equations, which represent this definition, which represent the universe with this definition. Now I won't bother you with just how one would feed this material into the logical sausage machine and turn the handle and get the answers out. I can assure you that the answers that you get out are quite valid and the answers come out like this.

- First of all we have the common class both A and B. Well that common class is a null class, it doesn't exist, AB is a null class.
- Then we have the common class of A and Not-B. Well every time we see this class of A and Not-B we see this property... this quality X.
- Then we get the class of B and Not-A and every time we see this class we see the property Not-X.

- Finally when we see the class of neither A nor B it is indeterminate, we can either see the property X or not see the property X, it is quite indeterminate and that is the universe of our definition.

Now the first thing we would like to know is how does this definition compare to the definition given in the dictionary that two things are different if they are not identical? Well, they are very close actually.

Our definition is just a shade stronger that is all. The only difference between our definition and the definition given in the dictionary is that we are very definite and very positive that if A is different from B then this common class of both A and B does not exist.

Whereas the dictionary definition where it says that if A is different from B then A and B are not identical, that definition does allow the common class of AB to exist. So that is the only difference between the two definitions, ours is just a little firmer and it certainly includes the dictionary definition but ours is a little bit stronger.

We now have to ask ourselves are we justified in taking this extra step, is it true, is it so? Are we justified in saying that if two things are different, if A is different from B then the common class of AB is null and that these two things have no common class. Well common experience tells us that yes we are. We are quite justified in doing this so therefore our definition is correct and the definition in the dictionary isn't strong enough, it's simply not quite strong enough, it's almost right the dictionary definition but it's not quite strong enough.

The two fellows playing the game early on in the universe, they got it right. By proving the difference he defined it and by using that proof we come up with a workable definition of a difference. Let's just comment on that a little further.

Quite clearly if two things are different, if A is different from B then quite clearly every time you see A you don't see B, you follow that? In other words, they can't have a common class, if A is different from B then every time you see A you don't see B and every time you see B you don't see A because they are different, you see.

And that really does define the difference. That is the essential quality of this subject called "differences", that they have no common class. Now if you know that about differences, if A is different from B then the common class of AB is null then they have no common class, you understand more about differences than the guy who wrote the dictionary because the dictionary definition does not include that, the dictionary definition isn't strong enough to give you that.

But our definition of a "difference" is strong enough and what is our definition of a "difference"? Right, well here we go, if A is different from B then A possesses a quality X and B does not possess that quality X and vice versa, and that is our definition of a difference. We define it in terms of this quality X.

Now as soon as we define our difference in this way the definition is useful, it immediately starts to become useful. Now before going on to talk about the usefulness of this definition I would like to discuss the definition of a "similarity". We ought really to run these two parallel. So we are now going to talk about the subject of "similarities" and then we will tie up the whole subject.

Similarities

Now when we consult the dictionary on this subject of "similarities" we find that the dictionary says that if A is similar to B then A and B are alike. Well when we come to examine this we find that this is so. I have researched this back on the track and this is so and what we really mean when we say that A and B are similar is that they have something in common and that is the essence of "similarity" that the two things possess something in common.

They share some quality... they share a quality or they share a property and that is what we mean when we say that the two things are similar. Now this is exactly in accordance with the dictionary so there is no variance at all in our definition in TROM for a "similarity" as compared to the dictionary. There is no variance at all. We're completely in line with the dictionary definition there.

We could give a very precise definition of a "similarity" and what would our definition in TROM be of a "similarity"? Well, here we go: if A is similar to B then both A and B possess this quality Y and vice versa.

Now again reducing those propositions to symbols and pushing them through the logical sausage machine, we end up with a universe that looks like this:

- That every time we see the common class of both A and B, we see this quality Y
- Every time we see the common class of A and Not-B we see this quality Y
- Every time we see the common class of B and Not-A we see this quality Y
- Every time we see the common class of neither A nor B it's indeterminate. We don't know whether we see the quality… we may see the quality Y or we may not see the quality Y

That gives us our universe of the "similarity".

Any Two Things are Both Different and Similar

Now as we examine the subject of "Differences and Similarities" in terms of our definitions, we see at once that any two objects, any two things in the universe can be both different and similar simultaneously. And further than that, one would be hard put in this universe to find two objects that weren't both different and similar.

In other words as you examine any two things you would start to see differences between them and you would start to see similarities between them. Only if you had two objects that were completely identical would you see a different set of circumstances. But look you don't find two

objects in this universe that are utterly and completely identical because all the objects in this universe are separated out in space.

The mere fact that two objects are occupying different positions in space means that they are different. They are in different positions, we have a quality X you see, different location in space. So if two objects are in different locations in space they are different by definition, by our definition of "difference".

So we don't find, as Ron Hubbard used to say, and said on many occasions, that this universe is stretched, that everything is stretched out, that we don't find two objects in the universe that are actually identical to each other. In this universe the only thing that a thing is identical with is with itself.

And that happens to be the truth of the matter in this universe. So in summary, we now have our definition of a "difference", we have our definition of a "similarity" and we have discovered that all the objects you are likely to come across if you examine them closely enough, all the objects in this universe, if you examine them closely enough you will find that they do possess differences and you will be able to find similarities between them.

The final rider is that you won't expect to be able to find any two objects in the universe that are identical. If you do find that any are identical just bear in mind that if they are in different positions in space they aren't identical.

Right, well now, between the "then" objects and the "now" objects we are saying that these two objects do not possess a common class. Bear in mind that is the essential part of a "difference"; if two things are different their common class is null, they do not have a common class. So we are separating out all the time, every time we are doing the command on Level 2, the "Difference" command, we're separating out all the time and we are running all the "Similarities" simply to keep the flow balanced out, that's all.

If we were to keep going on "differences" all the while the flows would become unbalanced. So we go over to the "similarities" to let a person see that the two things can not only be different but can also have similarities, to balance the flows. So backwards and forwards we go. But all the time we're separating out "then" from "now" and saying that "now" and "then" have no common class.

By saying this, and get this, and this is the essence of it, by saying that, we are breaking the command power of the past over the present. In other words we are just kicking at the reactive bank and the command power of the engrams and the whole idea that the past has a command power over the present.

By finding differences and similarities between "then" and "now" objects the person is literally taking over the automaticity of their reactive bank. They are taking over so that they themselves are able to bring things into the present and take them out of the present, noticing the

differences and the similarities there. So they are taking over the complete automaticity of their own bank.

And so of course the bank just collapses, because now the person can do consciously, analytically that which their reactive bank used to do. So of course, the reactive bank just fades out of existence. That is Level 2 and that is precisely why it works.

Well I hope this material will be of assistance and increase your reality of Level 2 of TROM. Thank you very much.

End of tape

Articles : Tape 2 – The Development of TROM

18th January, 1994

[Note: This article is cut from the discussion tape between Dennis and Terry Scott, also take reference to Dennis' comment at the end of this article that he has no Level 6.]

My name is Dennis Stephens, and this is the 18th of January 1994, and I've been asked to cut this piece of tape by Terry Scott for use at his next conference. About sixty years ago an American president named Roosevelt announced that what America needed at that time was a good five cent cigar. Well, a few years ago I decided that what this world needed was a good workable do-it-yourself psychotherapy.

And that psychotherapy now exists and has the name of TROM, which is the acronym for The Resolution of Mind. Now, those of you who know your Dianetics will be saying to yourself, "How on earth has Dennis Stephens managed to derive a workable do-it-yourself psychotherapy, when we all know - we all know - that the reactive mind cuts in and cuts the analytical mind out of circuit during therapy?"

So if a person attempted to take their own reactive bank apart they would fail, because the reactive bank would get restimulated and would cut the analytical mind, their analytical mind out of circuit and bring the auditing to a standstill. So how did Dennis Stephens achieve this remarkable feat?

Let me tell you, it didn't happen overnight. I thought about the problem, on and off, for about ten or fifteen years - this idea of preparing a do-it-yourself psychotherapy. And I always did believe there was a way around the problem. Then, one day, the penny dropped. Actually, it's very, very simple. You get the analytical mind, or you train the person, via the analytical mind, to do what the reactive mind does. And that is TROM. That is the first steps of TROM.

The reactive bank, the reactive mind, as we all know… those who studied Dianetics and Scientology know that - well, first of all, they know that there is such things as engrams, and that there is such things as restimulation, and there is such things as reactive mind, and there is such a thing as this reactive mind restimulating and cutting the analytical mind out of circuit. These things are real things, these are true things. These are real things for anyone who's ever studied the subject objectively and subjectively.

It's interesting that even knowing this puts you into a far higher category than the average person alive on this planet at this time - the fact that you know it and that you know these things exist

and you know these things to be true. The average person doesn't know this, ever… while there is a vast conspiracy afoot to make sure that he never finds out too. But that's another story.

So we have this reactive mind restimulating and impinging upon the analytical mind and cutting the analytical mind out of circuit. Essentially, this amounts to the fact that what the reactive mind can do - it can move scenes, incidents, etc., out of the past and bring them into the present.

Now that is the basic function of the reactive mind. If it couldn't do that it would be powerless. It can actually bring things out of the past and bring them into the present. Once I'd spotted that I was on the road to doing it. Because I said to myself, "[Why] don't we apply one of Ron Hubbard's well-known principles: that if we get the preclear to do consciously that which his mind is doing automatically, then this function will come under his own control."

So what if we were to get a person to take things out of his past and bring them into the present, and then take them back out of the present and put them back into the past again? And we were to put this as an exercise; we were to formalise this as an exercise. Isn't this exactly what the reactive mind is doing?

And if we got the person to do this consciously we would be taking over the automaticity of the reactive mind. And the reactive mind would lose its power over him. And this is precisely what happens. I found the technique to do it. You will find these techniques at Level 2 and Level 3 of TROM.

There are definite practical exercises which will permit you to do this. You are simply taking over the automaticity of your own reactive bank. So you can eventually - you get to the point where you can say to your own reactive...you can just simply cock a snook at your own reactive bank. You can do what it can do. It can restimulate engrams? You can restimulate engrams. So it wants to restimulate an engram? So can you. So you can beat it at its own game.

And once you got to that point the reactive bank goes quiet. It goes as quiet as a lamb, and it leaves you alone, and it never bothers you any more afterwards. You achieve that point when you've reached the top of Level 3 in TROM.

Now, can these techniques be run on you by a separate therapist? Oh yes. But they won't achieve any result. Because while you're dependent upon the separate therapist you'll never be able to cock a snook at your own reactive bank. You must do these steps solo. You've got to do them solo. If you want to crack that bank you've got to do steps 2 and 3 solo.

What about step 1? Oh, that's simply an introductory step that finds out whether the person is capable of running solo. It's as simple as that. I simply discovered a technique which would find out if a person is up to running solo. Obviously, below a certain case level the person isn't up to it, and that it could damage themselves as they attempted to run solo.

So we got to find this level out. Well okay, I developed a technique which would do this. And that's Level 1. If the person is below - if they do Level 1 and Level 1 indicates that they're not up to running solo: okay, they do a very well-known set of Scientology objective exercises, and when they've flattened those objective exercises they can then go back and do Level 1, and they will now find that they will pass Level 1 and they're ready to run solo. And they can then go on and complete the job solo.

Technically, what Level 2 and Level 3 of TROM achieve is to break the compulsive games condition that exists between a person and their own reactive bank. It breaks that games condition down, until the game ends. The person stops playing games with their own bank.

Once they stop playing games with their own bank, of course their bank quietens down and goes away and leaves them alone.

Okay, so we have this person who's reached the top of Level 3. Well, where do they go from here? Well, they go into Level 4 and Level 5, which is a general procedure for handling games across the whole of life.

They simply go in and take this whole subject of games apart. This is why I call TROM - it's called a Games Manual. It is a Games Manual. By god, you learn about games in TROM! You learn all there is to know about games in TROM. You learn so much about games in TROM that you give them up after a while and stop playing them. You realise the sheer futility of them.

But before you can do that you've got to go through Level 5. You've got to go through the subject of purposes, goals in conflict, and get this whole subject of games resolved. That is Level 5. It takes - it's much longer to do this than Levels 2 and 3. Level 2 and 3 happen rather quickly; you can get to the top of Level 2 and Level 3.

For many people they will simply stop there. The results are enormously good at that stage. They might not want to go on to Levels 4 and 5. But for those who want to go on, well, they've got to have to spend some more time at it. But the results are well worthwhile, because you learn all about - in Levels 4 and Level 5 you learn all about this universe, you learn all about the games, and you learn all about the human psyche, and all about minds. It's all there, all locked up inside your own psyche.

It's slowly divulged to you as you do Level 4 and Level 5 - mainly on Level 5; Level 4 is simply a preliminary step. It's simply an introductory step to Level 5. Level 5 is the key step there. When you've finished Level 5, where do you go from there? Well, you don't go any place. I don't know any Level 6.

I've been looking for Level 6 for quite a while now. Every time I find a procedure that looks like a Level 6 I find it's a subdivision of Level 2, 3, 4 or 5. So I don't know of a Level 6. When you have got to the top of Level 5 and you reckon you've found a Level 6, well you let me know. I would be pleased to hear from you. But I don't know of a Level 6.

All right, now what about case gains? What about case gains from TROM? Well, talking from myself: by the time I'd reached the top of Level 3, every procedure that I knew of in Scientology and Dianetics - those processes - every process and procedure that I knew of in Dianetics and Scientology was flat. Not one of them had any charge on it. Flat.

The emotional tone on the top of Level 3 was serenity, which I could always return myself back to very, very quickly any time I wanted to. Now, by the time you've finished Level 5 - and again I checked this out on myself - every piece of Scientology technology and the upper levels of… the OT Levels of Scientology, is flat, flat, flat. There's nothing. Nothing that I know of in the field of Dianetics and Scientology will do anything for your case. You've flattened the lot. You've finished.

In fact, I know by the time you've finished Level 5, I don't know of any psychological procedure that would do anything for you. You've done it, you've resolved it. You've resolved mind. The mind is resolved. The goal has been achieved by the time you get to the top of Level 5. If it weren't, I wouldn't be giving you this material; I would still be researching it, I can assure you. Because I'm a very thorough researcher. One thing you can be sure of: whatever you have when you get to the top of Level 5, it is not an aberration. You've erased the lot.

Well, that is TROM. And I'm very grateful to Terry Scott for this opportunity to introduce you to the subject. Thank you very much.

End of tape

Articles : Tape 3 – The Creation of TROM

18th January, 1994(?)

[Note: There is no date given for this tape, though it clearly has to be before the publication of IVy 17. However I suspect it was much earlier than this and is actually part of the materials that Terry Scott requested in the January of 1994, as this was before Dennis presented any Level 6 materials, of which Dennis clearly states do not exist on this tape.]

Anyone who has ever given serious consideration to mankind's social problems, finally comes to the conclusion that their resolution ultimately depends on the resolution of the problems of the human mind. But the resolution of the problem doesn't just consist of developing the necessary technology to resolve the human psyche, that is only a part of the solution. The major part of the solution is the application of such a technology. It's quite useless developing a technology which resolves the problems of the human psyche if this technology can only be applied by a highly skilled and highly trained technologist. Simply because it would mean this technology would only be available to those people who had sufficient money to afford the services to these highly trained personnel, this simply does not resolve the problem, because it would leave virtually the vast majority of humanity in exactly the same state as they are in today and so there would be no resolution of mankind's problems. The resolution therefore can only come about in two ways, first of all the technology to do the job must be applicable on either a co-audit basis, where people can pair up and apply the technology to each other free of charge and so resolve their own psyche, and so regain a state of optimum sanity, or the second option is the technology to resolve the human psyche must be able to be applied on a do-it-yourself basis.

You see the third option of it been applied by a highly trained technician, highly trained psychotherapist simply is not a valid option. Back in 1950 when Ron Hubbard wrote "Dianetics, the Modern Science of Mental Health", he offered a co-audit route. There were in fact only two factors that prevented this route from being achieved: one was the variability of difficulty of cases; and two was the variability of the ability of auditors. As early as 1951, long before I took professional training, I met a number of auditors and realised they were not all equal in skill. And I met a number of preclears and realised they were not all equal difficulty. Now I was aware of this problem, back in 1951. Ron Hubbard was equally aware of this problem, he had no solution to the problem, I had no solution to the problem, we were determined the only route we could go down was that of professional training route, either that or abandon the subject.

Natural Auditors

The simply truth of the matter was, good natural auditors armed with the technology of Book One, facing an easily-running preclear, could achieve incredible results, but poor auditors confronting difficult cases got absolutely nowhere. Professional training was the optimum way to go at the time.

In 1953 and 1954, we HASI London auditors used to burn the midnight oil talking about clearing the planet on a co-audit basis, but it seemed a hopeless dream. I used to raise the idea of a do-it-yourself technology, but the mechanics of Dianetics and of the mind seemed to rule that out.

There are such things as engrams (mental image pictures of pain and unconsciousness of past events), which can be restimulated, cutting the analytical mind out of circuit, producing aberrated behaviour.

A preclear, in the presence of these highly charged incidents, will experience a shut-down of his analytical mind. He could not then handle the incidents himself, therefore must have a separate therapist - as a guide. That made a lot of sense in the early Fifties.

Yet the simple truth remained. If we were to get a cleared planet, it would be achieved only by either co-auditing or on a do-it-yourself basis. We professionals knew it, and anyone who thinks about it, plainly knows it as well - it cannot be done on a pay basis.

Years later, I resurrected the problem on a very quiet, peaceful summer's evening. I was on a Sydney Harbor ferry going from down-town Sydney to the suburb where I lived, and my mind was particularly clear that evening in the beautiful surroundings. Suddenly, I thought: "What exactly are the factors involved here?"

Questioning Everything

This meant questioning Ron's analysis of the problem. He had concluded that a separate therapist was vital, and the evidence had seemed to say that he was right. I had to question this. When I got home, I went to my study, took out a sheet of paper and wrote down exactly what I thought was the function of an auditor in session.

I wrote down on another sheet of paper exactly what the preclear does and what is his function in the session. Then I said to myself: "Well, if it is going to be a do-it-yourself therapy, the preclear is going to have to run both the auditor's role and the preclear's role simultaneously - but how can this be done when the person is dealing with his/her reactive bank, which is going to cut out the analytical mind?"

I put that to one side with a question mark, and asked: "What is restimulation?" It is an incident from the past moving into the present, affecting the analytical mind even to the point of cutting out that mind completely.

Then I recalled what I regard as one of Ron's great discoveries: "If you can get the preclear to do consciously that which his mind does automatically, he will regain control of that function of his psyche."

So maybe the problem would crack if the person, on a do-it-yourself basis, were to take things out of his past and bring them into the present and put them back out into the past again, and bring them into the present… to learn how to do consciously, what his reactive mind does automatically, to start to take over the automaticity.

Then and there, I knew I'd cracked it. That had been the missing datum. The analytical part of the psyche can duplicate exactly what the reactive mind can do. The analytical faculty has at its disposal the creative faculty of the whole spiritual being, and can simulate, create, bring about, mock-up, and do exactly what the reactive part of the mind is doing.

Evidently, the analytical part of the mind has decided not to do this, but it can learn (or relearn) how to do so. The next day, I got to work on the technique. It was not long before I spotted precisely what needed to be done, and this became the first step of the do-it-yourself procedure that is now called TROM, The Resolution of the Mind.

I started to apply this to myself, tested it, and found that it did not need any modification. It was right. And it did the trick!

Taking Over of Mind's Automaticity

I learned to take over the automaticity of my own reactive bank. Finally, there was nothing the bank could throw at me that I could not handle, for I could do consciously what it was doing. The bank could restimulate engrams? Me too! It had no power over me any more. This was proved by the E-Meter needle, which was just sitting there idly. I could think anywhere all over my past. Nothing moved. I had broken the automaticity!

That was the first step. The second step followed immediately from Step One, and was a direct extension of the abilities regained at Step One. These techniques are written up in TROM. I ran Step Two absolutely flat and achieved much more case gain - serenity, enormous mental calmness. I can become completely and utterly calm at a moment's notice.

At this point, I abandoned the use of the meter, because my own sense of what was happening in my mind was equal to what the E-Meter could tell me. I would know before the meter gave it's read, look at it, realise what the read was, spot it, and the read would go off the meter.

Life is more perceptive than any mechanical device! Quickly, I realised that, if I were to tell people about this technology, I had to find out if they could use it. Was there a case level below which a person should not work solo? Yes. I rapidly devised an auditing command by which a person determines whether he/she is above or below this level, which has become the new Level One. The original first level became Level Two, and the old second level became Level Three.

Stability In TROM

Level One, one finds out if the person is sufficiently mentally stable to run do-it-yourself. How stable does a person have to be? It is not very high. Remember the old CCH Levels?

If a person needs the old CCHs to be run, then those should be run on him by an auditor before he solos on Level Two. From my experience as an auditor, from that of other auditors and by what Ron said on the subject, only a very tiny proportion (about 5%) of humanity need running on the CCHs before doing subjective processes.

That doesn't say that the 95% are easy cases, and the world is full of tough cases that do not need the CCHs. Interestingly, once such a CCH case has completed the CCHs, then does Level One of TROM, he will find that he is above that level, will of course pass the Test, and can now go on to Level Two and say good-bye to the separate therapist. So 95% of the human race can quickly start straight in at Level Two, after testing and passing on Level One.

Well, I soon found myself sitting at the top of Level Three, wondering where to go, and the only subject that was interesting me was that of purposes, goals, raw postulates. In the early 1960s I had done the Saint Hill Briefing Course. I reviewed everything I had learnt on that, but none of it helped. Back on my own again, I learned how to handle postulates in conflict - and found out that Ron had never learnt how to do it.

There was a certain fundamental truth in that area that he had not spotted. My own techniques for resolving postulates in conflict is - "Handle correct goals packages". I found what the true goals packages look like and how to take them apart. You will find this, and it is in Levels Four and Five of TROM.

The research on goals and so forth took me about a year to iron out and turned out to be a lot more complex than I had thought it would be, especially Level Five. I understood why Ron had failed in 1960. His efforts were valiant. He was almost doomed to fail. The actual legs, the actual postulates of the true GPMs aren't in the reactive bank. They're in the analytical mind.

If you search in the bank, you will do it all wrong. It is an analytical construct, so they're in the analytical mind. All that is in the bank is a mishmash of wrong opposers. The lies. The truth is in the analytical mind. So the mistake Ron made on the subject of goals was to look into a mass of lies, in the bank, for the truth. That is why the search went on forever, and why he nearly killed himself in the 1960s.

Spotting the Truth

It was a mistake he was almost doomed to make. I nearly made it, till it was darned near killing me too. I started off afresh and spotted where the truth was, then got Levels Four and Five. Level Four is really just an introduction to Five, sort of cleaning the charge off the major goals in this lifetime.

A kind of lock scanning, you might say, to take off some of the surface charge before getting down to the nitty-gritty. The postulates themselves are handled on Level Five. When I was about half way through this level, an old Scientology chum showed me the materials of all of Ron's Upper Levels, as far as the top of OT7 or OT8.

I took a rest from my own auditing to check through every one of these Levels. OT1, fine. OT2, interesting but flat. I put myself back on the meter for this but the only needle movement was overrun reads. I was trying to make a process work that was flat. OT3, I couldn't make it work, it was all flat.

And so on each level: ran it, floating needle to start with. If I started to run the process the needle would tighten. Overrun? Yes. Needle frees up. Float. Trying to run a flat process - overrun. Eventually - OT7. Then back from OT1 to OT7 again. All flat.

That really shook me rigid. Because here I was just half way through my own upper level tech and the best that Ron knew was flat already on my case! Later, I came across Levels above OT7, and each of those was flat too.

Getting Started

The biggest difficulty a person will have with TROM is to get started, for the average person has fought themselves to a standstill playing games with the mind and has been overwhelmed by the reactive bank.

A person might let a separate therapist tamper with it, but not do so himself. The cure for this is Levels Two and Three of TROM, done solo. Is there a Level Six? No. Level Five is the works.

You'll love TROM. When you read it, you'll sit around with your friends and the urge will be to sit and talk about TROM forever, and talk and talk and never do it! So, just… DO IT!

Now we can really achieve the goals Ron set in 1950, and we can Clear the planet, for it can be done on a do-it-yourself basis. The technology can be applied by anyone, regardless of the amount of money or income he/she has.

Well, that is about all on the Creation of TROM, and I wish you luck with it.

End of tape

Level 5C : Tape 8 – Bonding (Relationships)

21st February, 1994

[Note: This tape is paired with Tape #16 in the Level 5 Series on 'Alternate Bond Breaking'.]

Today is the 21st of February 1994. And today I want to take up this vitally important subject of relationships, which technically is the subject of bonding. So the lecture will be entitled "Bonding" but the material it covers will be this subject of relationships.

Relationships

First off we need to discover what a relationship is. Well, fundamentally, a relationship is a connection. It's a connection. When we say two things are related we only really mean fundamentally that there is a connection between them.

For example in our society there's clearly a connection between a person who wears a dress and a girl. These two things are connected in our society, and so we say they are related. The concept of relationship and connectivity is quite interchangeable. If two things are connected then they are related. And if two things are related then they are connected.

It's a two way proposition. You can't have one without the other. On the other hand, there doesn't appear to be any relationship between the subject of Eskimo's breakfast and Beethoven's Symphonies. So we would say that these two things are unrelated. So they are unconnected.

Now the first thing we need to know about a relationship is that it's always between two or more things. A thing cannot be related to itself in isolation. You see that? So that's absolutely fundamental to the idea of a relationship. There are always two or more things involved. I mean three things could all be related to each other. But when you examine these complex relationships any complex relationship of more than two things you can always break this connectivity down into a series of pairs.

If you've got A, B and C related to each other well you can break it down to the relationships between A and B, and between A and C, and the relationship between B and C. You see, you can always break it down into a series of pairs.

So a fundamental relationship is always a relationship of a pair, one thing to another. But certainly a thing cannot have a relationship with itself. Now the next thing we need to know about a relationship is that:

All relationships are achieved by postulates

All relationships are achieved by postulates.

Things are related one to the other by making postulates. Now if you don't understand that you'll park yourself right here on the subject of relationships. You've got to get that. It's done by postulates. It's all done by postulates. Well, as we already know this universe only consists of life and postulates. It's no great surprise to us to discover that all relationships are achieved by postulates, is it? But never-the-less you better grasp this.

Now, in life and livingness there is a vast number of ways in which a relationship can be postulated. In other words a relationship postulate can occur in many ways in life. I won't bother to classify them. I haven't bothered to classify them. There is no need for me to classify them. But I can assure you it's a considerable number of ways.

I'll give you some examples of the diversity of relationship postulates and you'll see what I mean:

Example 1:

In the Old Testament of the Bible it is said that God said, "Let there be light."

Now "Let there be light" doesn't sound like a relationship postulate but as a matter of fact it is. It is a relationship postulate. It's not a postulate in isolation because what God intended, according to the Old Testament was that the light should occur in the universe. So we have the two things. We have the universe, and we have light. So, really what God was saying, the type of postulate he was saying was that 'if the universe exists then light will exist'. That's really what he was saying. That 'if the universe exists then light exists'.

He may have expressed the postulate as "let there be light", but that is what he meant. He meant that granting that the universe exists, and the universe does exist. Then there will be light in the universe. Another way of saying that if the universe exists then light exists in that universe, 'If universe then light', that's what he was saying. So there's an example of a relationship that doesn't obviously appear to be a relationship. When you say a postulate like "let there be light," it doesn't immediately appear that it's a relationship postulate. Yet it is a relationship postulate.

Example 2:

All right I'll give you another example. And this is possibly a more obvious example. A man says "I love Mary." Well now that's a relationship postulate. We've got the subject of him. We've got the subject of love. And we've got the subject of Mary. That's actually three things in this situation. And he's connecting up in a manner that says "I love Mary."

Another way to express this postulate that "I love Mary" is to say that Mary is within the class of people that I love. You see that? Now that's a very precise way of expressing the postulate. But

people don't normally say that in conversation. The man would say that "Well I love Mary" he wouldn't say that "Mary is within the class of people that I love". He wouldn't say that. But never the less the latter is the more precise way to express the postulate.

Example 3:

Well, let's give another example of a relationship. A person says to himself or says to the world at large "All people who wear dresses are girls." See that? Well that definitely is a relationship postulate. And we could express that in another way by saying that his postulate is that 'if people who wear dresses exist then girls exist'. That's another way of expressing that. You see? When you come to examine this subject of relationships and the nature of these various relationship postulates you'll find they come up in therapy. And they will come up in therapy.

Don't kid yourself on this subject; they are going to show up in droves as soon as you start working in therapy, particularly at the upper levels, Levels 4 and 5. You're going to get these relationship postulates. They're going to start coming up. And you'll be struck by the diversity of these postulates.

And you'll also be struck, and say to yourself "Wouldn't it be nice, wouldn't it be lovely if there was a standard, that every relationship postulate could be reduced to a standard form." A standard type of postulate, which means exactly the same as the one I find in my mind. Well is that possible? In other words, can we standardise all relationship postulates and put them into a certain form? Yes we can.

We can do this. But before I talk about this, we'll have to talk a little bit about logic. A little bit about the subject of logic.

Logic

In the field of logic, this subject of how to express relationships between things was a great problem for many years. They too were struck by the diversity of relationships. The logicians were struck by the diversity in the way that relationships could exist between things. And they too looked for a standard form of the relationship postulate.

Oh, but they didn't call it a relationship postulate. They simply were looking for a standardised form of relationship. They were looking for something that, no matter what they found, in the real universe. No matter what the relationship was. No matter how it expressed itself in the real universe it could be broken down into some simplicity, and so it could be used in the logical system. And eventually they found what they called the fundamental logical relationship.

That any relationship between things in the universe can be broken down into this simplicity and thus understood. And thus standardised, and understood in the terms of this simplicity. Now when we searched for a standardization of the relationship postulates there was absolutely no

reason why we shouldn't use the same standard form that the logician uses. I mean, the logicians went to great lengths to discover the fundamental relationship postulate. And there is no reason why we shouldn't use it. Or to put it another way round, we couldn't do any better no matter how we worked at this subject of relationship postulates and classifying them and standardizing them.

We would basically end up with the same postulate that the logicians ended up with, I can assure you of that. We wouldn't come up with anything new. There is only, in this universe, one fundamental relationship postulate. And that's the one the logicians use.

Life doesn't use it very much. It can use something very similar to it. But it doesn't use it very much. It's lovely to be able to convert any relationship you find in the mind into this standard form. But you might say, "Does any advantage accrue to taking a relationship in the mind and reducing it to a standard form?" Yes, considerable advantages accrue which you don't notice and don't know about until you actually do the reduction to the standardization.

Once you take this relationship and reduce it to the standard form you are then in a position to learn much more about that relationship than you could ever learn while it was in the non-standardised form. In other words, there is a tremendous advantage to be gained by taking the relationships as they appear in the mind and reducing them to the standard form.

[Note: What Dennis is saying. In your mind you don't use this standardised relationship 'if A then B' but it helps to reduce what you have in your mind to this form for understanding and therapy.]

The Standard Form

Now what is this standard form of a relationship? Well before I give you that standard form we will have to talk, unfortunately, just a little about the logic of classes. We won't have to go very much into it but unless I give you a few of the basics of the subject of the logical classes you won't see the advantages of putting a relationship into its basic logical form.

So we better talk a little bit about the logical classes. And then you'll see the enormous advantages that accrue by using the logical form of relationships.

Class

Well first of all we better briefly say what is a class? We'd better make some definitions here otherwise we're going to get into a frightful mess if we don't define a few terms. All these terms are going to be used later in the lecture so you better cock your ears up. They're not complicated terms.

But we're going to define them. First of all what is a class? Well a class is defined, and this is as good a definition as any. You may find a more precise definitions in logical text books but for our purposes of a class, it's as good a definition as any.

A class can be defined as a group whose members each have one or more things in common. A class is a group whose members have one or more things in common. Now for example, men are a class. They are a class of beings. They all have in common masculinity. They all have masculinity in common. They may have many other things in common in the class of men. But they at least have that in common. So that is sufficient to designate them as a class, that they've all got masculinity in common.

Alright, so much for a class, it's a simple enough definition.

Common Class

Now the next thing is a common class. A common class is best defined as a class which consists of two or more classes. For example a common class would be the class of black men. And here we have the class of black beings. That would be a distinct class in the universe, black beings. And men is a class in the universe. The class of men, but the common class of black men, they have in common that they are men and they also have in common that they are black. They're black beings. So they are both men and black beings. You see? So they're black men. We would say this is the class of black men. You see that?

Now that's a common class. A more complex class would be black men over 6 foot tall. They would have in common, each member of this class would be a black being and would be a man and would be over 6 foot tall. See that? So that would be black men over 6 foot tall, would be the common class of black men over 6 foot tall. Again it's quite a straight forward system.

Null Class

Now the next definition I want to give you. And this is a very important one, is the concept of the null class, Null class. N-U-double L. The word null comes from the Latin *nullus* meaning not any. So it's no surprise to discover that a null class is a class that's empty. It has no members in it. So that is what a null class is. It's an empty class, there are no members in it. I'll give you a couple of examples of empty classes, null classes.

The class of green cats is a null class. The class of green things is a well populated class. There are plenty of things in this universe that are green. And the class of cats is a well defined class. But the common class of green cats is null. Cats evidently, for some reason best known to themselves, don't come out in the colour green. So, although you find plenty of cats about and plenty of green things about, you won't find any green cats. Green cats, this is a null class.

So, another example of a null class would be crows, the common class of crows that are non-birds. That too is a null class. It's an empty class, crows that are non-birds. There are plenty of crows about, and there are plenty of things in the universe that aren't birds. But the class of things that are both crows and non-birds does not exist. There aren't any crows that are non-birds. The reason why there aren't any crows that are non-birds is because all crows are birds. You see? If all

crows are birds, and in this universe all crows are birds, then the common class of crows that are non-birds does not exist. So again that is a null class. You see that? So one must be wary of making permutations and combinations of classes, it's quite all right to do this but you can't always be sure that the classes you arrive at when you start combining these classes at random, although while each individual class you specify may have members in it you can't be sure that the common class that you end up with is going to have members in it. It may be a null class. You would have to test it. There may be postulates in the universe which make your class that you arrived at into a null class. You see that? Don't always assume that all classes have got members in them. There are quite a lot of null classes in this universe, quite a lot of them.

Bonding Relationship Postulate

Right, well, so far so good. We're getting on very well here. We've defined a relationship. We've defined a class. We've defined a common class, and we've defined a null class. We're getting on very well. We're now in a position to specify the basic bonding relationship postulate in the field of logic. Now this postulate is in simplest form 'if A then B'.

That is the basic form of the postulate, 'if A then B'. Now what do we mean when we say 'if A then B'? Well we simply mean, if A exists then B exists. That's what we mean fundamentally. That if A exists then B exists. Now our postulate is determined to make this so. That is what we're postulating, when we say 'if A then B'. We are saying "if A exists then B exists."

Or, to put it another way, every time we see A we will see B. Every time we see A we will see B. The postulate doesn't say that A exists. It says that if A exists. That if A exists then B exists. Follow? So it's not, when you say "if A then B". It's not quite the same as saying "all A's have B". See that? In certain specified instances "all A's have B" might be the same as 'if A then B'.

Let's give an example here to differentiate those two out. In this universe all crows are birds. You can postulate ‘all crows are birds’. Ok? Now that's true, that's true. All crows are birds in this universe. They all obey that postulate. I don't know who made the postulate, whether the birds made it, or whether god made it. We're not concerned who made the postulate, but the postulate exists in the universe that ‘all crows are birds’.

Now we can express that. This postulate says that all crows are birds. It implies that crows exist. When you say "all crows are birds", the implication is that crows exist. But when we say "if crow then bird", there is no such implication. So it's a much more precise postulate. But it means the same thing. 'If crow then bird' means exactly the same thing as 'all crows are birds'.

The only difference is that 'all crows are birds' implies that crows exist, and because crows exist birds exist.

Conditional Postulate

But 'if crow then bird' is a conditional postulate. We aren't saying that crows exist. But if the crows do exist, and we don't know whether they exist or not, but if a crow does exists then it's a bird. But, of course, there may not be any crows at all. So our postulate, 'if crows then birds' or 'if crow then bird' could exist in a universe where there are no crows and no birds. You see?

Where the postulate ‘all crows are birds’ does really need the existence of crows, therefore, the existence of birds to put itself into action. But the postulate 'if crow then bird' could exist in a universe where there are no crows and no birds. It's simply a postulate, simply a relationship. It just says if crows exist then birds exist.

Now you see the difference between the two? You see that 'if crow then bird' is a much more fundamental way to express the postulate. It doesn't require the existence of the junior universes of crows, birds or whatever A and B happen to be in this situation we are considering. You see that's the most fundamental it can get, 'if A then B'.

Now, in the field of logic, you might be interested to know this, any logical proposition, no matter how complex the logical propositions are, can be broken down into a series of 'if A then B' propositions. Now this is true in the field of logic. You can have something as complex say as the programming of a mighty computer and that may have millions maybe billions of relationships in its memory bank but this whole mishmash of relationships could, if you wanted to and would spend the time at it, you could break it down into a series of 'if A then B' relationships, ‘if A then B’ bondings. You see that?

Or to put it another way, no matter how complex the relationships you want in your computer you can build them up to any great complexity in terms of 'if A then B' postulates. You just keep feeding 'if A then B' postulates into the computer and you'll end up with any degree of complexity you desire in your memory bank or in your postulate structure in your program of your computer. You see?

So it doesn't matter how complex it is. It goes two ways. You can build up complex structures or complex relationship postulates from the simple 'if A then B's or you can break down the complex ones into their 'if A then B' parts. You see that? It goes either way.

Goes from simplicity to complexity then break the complexity back to the simplicity. Now you're beginning to see that there is some advantage to using the logical system over dealing with all these different types of relationship postulates we find in life. Already we're beginning to see advantages, aren't we? You see that we can break down a complexity into a simplicity and go from a simplicity to a complexity, by using this system, using the 'if A then B' system, which we can't do on another system.

And it's no different in the human mind. No matter how complex the relationships are in the human psyche, they can all, each and every one of them, can be broken down into a series of 'if A then B' relationships. And can be utilised as such, and, strangely enough, once you break them down into 'if A then B' relationships they can be utilised and can be manipulated in the logical system, if you wish.

The logicians divert their subject where you can manipulate these 'if A then B' postulates within a system. And can come out with deductions and so forth. Before you can use the system of the logicians you've got to put your postulates in the form, your relationships in the form, that the systems can handle.

And the logical systems can handle 'if A then B' postulates, because that's the basis of all relationships. You see? So then any logical system can handle an 'if A then B' postulate. So you get

your life and livingness postulates and you reduce them down to 'if A then B' so they can be manipulated in a logical system. That's another advantage of doing this. You might not want to do so but you can do so once you've reduced them down to this simplicity.

So again we are seeing that there are more advantages accruing here. Beginning to look good isn't it? It's beginning to look good. Now we're beginning to get into an area where you'll really begin to see the advantages of going into the simplicity of the 'if A then B', rather than with dealing with the complexity of dealing with the relationship postulates of the human mind.

The Effect of 'if A then B'

What is the effect of an 'if A then B' postulate? Well, we know that the effect of all postulates is to limit freedom. Every postulate limits freedom. You'll find this in one of the earlier supplementary lectures. It's in one of the very early definitions, which apply in the universe, that all postulates limit the possible and thereby define the reasonable.

All postulates limit the possible and thereby define the reasonable. Well a relationship is no exception to this rule. It's a postulate. So it limits the possible. Therefore, it results, like any postulate, in a lowering of freedom of choice.

Well let's examine an 'if A then B' postulate and see what and how this comes about and what freedom of choice is lost when you make an 'if A then B' postulate. Let us take, for example, the relationship postulate 'if crow then bird'.

Now what freedom is lost in that area? Well when we say if crow then bird we are saying that this common class that are both crows and non-birds does not exist. I'll give it to you again. When we make the postulate 'if crow then bird' we are saying that this common class that is both a crow and a non-bird does not exist. It's a null class. And that, so help me, is the only effect of the 'if crow then bird' postulate. It has no other effect. It simply empties that class.

So you lose one of the possible classes on the subject. When you say "if crow then bird". You've lost some freedom here. Well, let's have a look and examine what freedom you've lost.

A Postulate Set

Well now there is this little thing called a postulate set here. There's this subject of crows, this class of crows and this class of birds. Well we already know that there are four possible permutations between the subject of crows and birds.

There is this class of things that are both crows and birds. There is a class of things that are both crows and not birds. There is a class of things that are non-crows and birds. and a class of things that are neither crows nor birds. And the sum of those four classes constitutes the whole universe and we call this a set. A postulate set. It's a set of the postulates.

Remember I've used the words postulate set when dealing the postulates of the goals packages. It's still a postulate set. But we're using the relationship postulate so you still call it a postulate set or loosely we simply call it a set.

So there are four classes in the set. There's the class of both crows and birds, both crows and non-birds, both non-crows and birds, and both non-crows and non-birds. And when we say, 'if crow then bird' we've taken this class of both a crow and a non-bird and reduced it to a null class.

So in our universe now we haven't got four classes. The universe now has only got three classes. We got the class that is both a crow and a bird, the class that is non-crow and a bird and the class that is neither a crow nor a bird. And that's what it looks like in this universe. Course it happens to be true in the real universe that if crow then bird is a true postulate and the universe subscribes to that postulate. It's true in the universe. There are only those three classes extant.

The fourth class, the class of creatures that are both crows and non-birds doesn't exist. They don't exist because the postulate that if crow then bird reduces that class to a null class. You follow? So there is the freedom that's lost.

Now, this is sneaky isn't it? This is sneaky. If you've been following this you'll realise that you can lose freedom by making relationship postulates. Every time you make a relationship postulate you've lost a little bit of freedom. Now that is something worth knowing isn't it.

You know, when you've gone around relating one thing to another, no matter how you do it. Once you've related one thing to another you've lost some freedom. Once you've connected two things together, no matter how you've done it, no matter what you call this relationship postulate, fundamentally you've gone and lost some freedom, as can be easily demonstrated by converting your relationship postulate into the four 'if A then B' postulates and seeing which member of the set is gone.

One of the members of the set will have gone. Will have been reduced to a null class because of your 'if A then B' postulate. You see that? So there's a distinct relationship between relationships and freedom. Every relationship that is made is a loss of some freedom of choice. And that is the

datum. And it's a very important datum, a vitally important datum on the subject of relationships. You'd better know that one. That is the liability of making relationship postulates. Because every time you make a relationship postulate you've lost a little freedom of choice, and it's not obvious is it, not obvious.

A young man or child may postulate ‘all people who wear dresses are girls’. It may not be obvious to him, but he should know in his own mind he's now lost a bit of freedom. He can no longer now have the class of a person who wears a dress who isn't a girl. That class is now a null class in his mind. It's an empty class. He can't have that class any more.

All the other three classes in the set can exist in this universe, and I won't specify, I'll leave this as an exercise for you. There are three other classes in this set that can exist in this universe. But that fourth class, that is both a person who wears a dress and is not a girl, that class can't exist in his mind. There is no such animal he'll say. Once he makes the postulate 'if person wearing a dress then a girl'.

The class of people who wear dresses who are non-girls don't exist in his world. No such animal as far as he's concerned. And he will stand you out if you argue with him or talk to him on the subject "They don't exist."

He'll just simply justify and rationalise for his postulate. You see that? So bear in mind, you can lose all the freedom there is in this universe by injudiciously making relationship postulates, by the injudicious making of relationship postulates. You can lose all the freedom there is in this universe. You can dig yourself into a hole and jump into it. And you should understand that about relationships, and relationship postulates. This is an important subject, very important subject, relationships.

Well now, if you're going to convert all your relationship postulates you come across in your mind into the form 'if A then B', you better be very familiar with what this postulate 'if A then B' really means. And so forth. Well I can give you a little example here. Little something that will help you to understand, something graphic. Or make it stick it in your mind, so that you understand what we mean when we say 'if A then B'.

Tandem Bicycle

Supposing we live in a town and we see two men A and B, they have a tandem bicycle and B always rides at the front of the bicycle. He's always at the front of the bicycle. And A always rides behind him at the back of the bicycle. Follow that?

Now, sometimes when we go out walking around the town we see A and B on their tandem bicycle. Going about there's B driving it at the front doing the steering and there's A behind him. They're both going along. That's one possibility. Now, there's other times we go out walking

around the town, we see B on the tandem bicycle all by himself. On the front of it, he's all by himself and there's no A at the back. A's just not there. See?

So we could see that possibility. Another time we go out walking around the town we don't see either of them. There's no A, no B and no tandem bicycle. See that? But the one thing we can't see is A and Not-B. Why can't we see A and Not-B? Well you can't drive a tandem bicycle from the back, because you can't steer it. And A only rides at the back of the tandem bicycle. So if B isn't there, if you don't see B on the tandem bicycle then you sure as hell ain't gonna see A.

So does that little example help you? There are the three sets you see, of the tandem bicycle. We either see both A and B, or we see B and Not-A, or we see neither A nor B. But we never see A and Not-B. and that gives you a graphic example of an 'if A then B' postulate in terms of the tandem bicycle.

The Reverse Interpretation

The reason we never see A and Not-B is because if B is absent then A is absent. Now that is a very important relationship. And we call that 'if Not-B then Not-A', we call the reverse proposition or more precisely the reverse interpretation. George Boole called it the reverse interpretation. Well he's a good enough authority on the subject.

We shall call it the reverse interpretation. We've got an 'if A then B' postulate. In other words if 'if A then B' is true then the reverse interpretation of that postulate is 'if Not-B then Not-A'. Now that's not a deduction. It's simply another way of saying the postulate.

[Note: the postulate 'if crow then bird', has the reverse interpretation of 'if not-bird then not-crow']

Another way of saying 'if A then B' is to say 'if Not-B then Not-A'. Another way to say every time that we see A on the tandem bicycle we see B on the tandem bicycle.

Another way to say that is to say that when we don't see B on the tandem bicycle we never see A. It means exactly the same thing. It's a reverse interpretation of the 'if A then B' postulate.

So bear that in mind. Every 'if A then B' postulate has it's reverse interpretation, which is not a deduction. It's just simply another way of saying it. In other words, instead of saying 'if A then B', we might just as well say 'if Not-B then Not-A'. It means exactly the same thing.

And the reverse interpretation of the postulate 'if Not-B then Not-A' is 'if A then B'. See that?

They share that relationship. Those two postulates share that relationship with each other. If one is the reverse relationship or the reverse interpretation of the other. All right, so much for the example of the two men on the tandem bicycle. I hope that helps you to understand what we mean when we say 'if A then B'.

You should by now, if you've been following this, have a pretty firm grasp of what we mean when we say 'if A then B'.

Bonding

Now next I'd like to talk a little more of this subject of bonding and why we call a relationship a bonding. Well it's not immediately obvious why we call a relationship a bonding until you get into the subject of 'if A then B', until you see the basics.

The basic relationship 'if A then B' which is the basic relationship. Once you get this basic relationship you see its connection between the relationship and the subject of bonding. Now when we say 'if A then B' we are virtually bonding A to B. A is bonded to B. Take the example of the men on the tandem bicycle. B has no restrictions.

He can appear on the bicycle anytime he wants to, can't he? He can drive the bicycle any time he wants. Or not drive it. He has no restrictions. But A is restricted. Once the postulate 'if A then B' is made, A is restricted. If A exists then B exists, and that is a restriction. So, the 'if A then B' postulate puts no restriction on B but puts a restriction on A.

In other words, B can use the tandem bicycle any time he wants to, but A can only use the bicycle when B is using it. Get it? You see that example is a good example. It brings to light clearly this fact on the bonding, that A is bonded to B. That B is not bonded to A, which is true in any 'if A then B' postulate bonding.

When we say 'if A then B', the bonding is from A to B. There is no bonding from B. A is stuck to B but B isn't stuck to A because B is free. But A is joined, is connected and is dependent upon B. Now this subject of bonding is not immediately apparent when you're talking about sticking wallpaper onto walls. But it becomes very apparent when you start getting down to relationship postulates of 'if A then B'.

We stick the wallpaper onto the wall and the wallpaper is stuck to the wall but the wall is also bonded to the wallpaper. Isn't it? So we tend loosely in life when we think of bonding we think of two things bonded to each other. Well that might be true for wallpaper and walls but when it gets down to postulates and bits and pieces in the mind, we can't use this rough look at it, we have to get down to more precision.

And once we get down to the 'if A then B' postulate, we're getting very precise. We see that we can have situations where A is stuck to B and B is not stuck to A. That's something which you can't have with wallpaper and walls. You see? But you can have in your own psyche.

To give you another example of the bonding effect, you'll see it with the man who postulates 'if person wearing dress then girl'. Now such a man can't think of a girl without necessarily thinking

of a person who is wearing a dress. He may think of a person who is wearing a dress when he thinks of a girl, or he may not think of a person who wears a dress when he thinks of a girl.

But such a man cannot think of a person who is wearing a dress without thinking of a girl. Now you see which way round the bonding is? The bonding is between the person who wears a dress and a girl. There's no bonding between the girl and a person who wears a dress, in his mind. In other words, in his mind the subject of people who wear dresses is stuck to the subject of girls. But in his mind the subject of girls is not stuck to the subject of people who wear dresses. The general rule of thumb to help you to remember the 'if A then B' relationship is in the 'if A then B' relationship the front end of the relationship is stuck to the back end of the relationship.

But the back end of the relationship is not stuck to the front end of the relationship. Now that's true for any 'if A then B' relationship. When you thoroughly grasp this you'll see why we say that the technical subject of relationships is this subject of bonding. The technical subject is the subject of bonding. And you should start to think of relationships in terms of bondings. When you start thinking about relationships in terms of bondings you begin to really understand them.

Leave the subject of relationships to the psychoanalysts and the politicians and the sociologists who like to skid over the surface of these things and just take rather a casual look. But when you want to get down to real precision, as you need to do if you're going to take your mind apart, then start seeing relationships in terms of bondings.

Then you'll start to really understand them.

'Then' is a Conjunction

Now there's two things you should know about the 'if A then B' postulate. It's got the word "then" in it. Well, the first thing you need to know about the word "then" is we're not using it in a temporal sense. We are not saying that 'if A "then" ten minutes later B', we're not using "then" in that sense.

We're using "then" in the sense of exists. If A exists then B exists. There is no temporal gap between A and B. We're not using the word then in its temporal sense. We're using it in the connecting sense.

"Then" is a conjunction. We're using it in the connecting sense. Not in the temporal tense. So when we say 'if A then B' it's a pure relationship. There's no temporal sense in it. There's no time in the postulate. It's not a time postulate. There is no time implied in the "then".

'If A then B', we're not saying if A exists then a certain time after B exists. We are saying if A exists then B exists. They can both be existing simultaneously.

‘If A then B’, every time we see A, we see B. There is no time in it. Get that? So "then" is not temporal. And the other thing you need to know is that 'if A then B' is a pure relationship

postulate. It does not imply that A is the cause of B, or it doesn't imply that B is the cause of A. It is not a causal situation, the relationship between A and B.

When we say 'if A then B' we are not implying that A is the cause of B or that B is the cause of A or that Not-A is the cause of Not-B or that Not-B is the cause of Not-A, or any other sequence or any other combination of AB, Not-A Not-B relationships in the set.

We're not implying anything causes it when we say 'if A then B'. We're simply saying when A exists, if A exists then B exists. Every time we see A, we see B. And if we don't see B, we don't see A, and A is bonded to B. That's all we're saying. There is no causative relationship, it's not a causative relationship. Get that in mind. Get that very clear. No causation here.

Now though the 'if A then B' postulate doesn't imply any causation between the elements of the postulate. The relationship postulate is a true postulate, like any postulate it is a causative consideration. So the whole postulate 'if A then B', once postulated into the mind, into the psyche, is causative. It's causative upon the individual and upon his surroundings. And so on.

So get it quite clear. The postulate itself is like any postulate. It is a causative consideration, but when we say 'if A then B', there's no causation being implied between the elements of A and B within the postulate. That's the whole point I'm trying to make.

Sufficiency and Necessity

Now, although there's no causation implied between the elements in an 'if A then B' postulate, there is a necessity relationship between the elements and a relationship of sufficiency between the elements, which I'll proceed to explain to you because you should know about them.

When we postulate 'if A then B' we are either postulating that the existence of B is a necessary condition to the existence of A or we're postulating that the existence of A is a sufficient condition for the existence of B. Here are a couple of examples to separate those two out, and to clarify what I mean by the necessity bonding and the sufficiency bonding.

Sufficiency Bonding Example

First of all the sufficiency bonding. A man says to his son, "If the weather is fine tomorrow then we will have a picnic." Now the relationship here... the postulate here is 'if fine weather then picnic'. Well now the man is saying in essence that the fine weather is a sufficient condition for the picnic. In other words that if the weather is fine then there will be a picnic tomorrow.

There may well be other things which are sufficient conditions for the picnic tomorrow. But fine weather is certainly one of them. If the weather is fine there will be a picnic tomorrow. He will take the lad out for a picnic. So that is an example of sufficiency. If fine weather then picnic. The fine weather is a sufficient condition for the picnic.

Clearly it's not that the picnic is a necessary condition for the fine weather. That doesn't make any sense, does it? The fine weather is not a necessary condition, so the picnic is not a necessary condition for the fine weather. Now the correct relationship there is a sufficiency relationship. That the fine weather is a sufficient condition for the picnic. Ok on that one? You see that is an example of sufficiency.

Necessity Bonding Example

Now let's give an example of the necessity bonding. A young boy starts off at school and he notices that all the other boys are wearing trousers and so is he. He notices that all the boys are wearing trousers. And he's in the frame of mind to establish his masculinity.

And he has this bright idea that all the males and all the boys are wearing trousers so he might be able to establish his masculinity, which is something he really wants to do, so he postulates 'if boy then wearing trousers'. That's his postulate. When he's making that postulate, the idea is he's bonding his masculinity to the wearing of trousers in these circumstances.

Because the trousers are a recognised and accepted male gender symbol in the society in which he lives. So he's bonding his masculinity to the existing gender symbol, the trousers. Get it?

Now let's examine this in terms of sufficiency and necessity. Is being a boy a sufficient condition for wearing the trousers? Well, no, no. and why not? Because it's being a boy that he is trying to establish, you see that? He feels a lack of establishment of his masculinity.

It's the masculinity he's trying to establish by the wearing of the trousers. Now the correct relationship there is it's a necessity bonding. That the wearing of the trousers is a necessary condition for being a boy in his mind. The relationship is 'if boy then wearing trousers', with a necessity relationship between the wearing of the trousers and being a boy.

Now there is an example of the necessity relationship. Now when you examine 'if A then B' postulates you'll find that either A is a sufficient condition for B or B is a necessary condition for A. It's always going to be one or the other. And sometimes, very rarely it means both.

Both Necessity and Sufficiency Example

I'll give you an example here that will be both and I'll explain how and under what circumstances you get both being applicable. Let's take our example of the crows and the birds. If crow then bird.

Now that's a true relationship in this universe on this planet. But, certainly being a crow is a sufficient condition for being a bird. There is no doubt about that. Being a crow is sufficient condition for being a bird. But on the other hand, being a bird is a necessary condition for being a crow. You can't be a crow unless you're a bird. So, being a bird is a necessary condition for being a crow. Both of them apply.

The crow is sufficient for bird. And bird is necessary for crow. Now how does this come about? Well it comes about because of the way we define a crow. We define a crow as within the class of a bird. A part of our definition of a crow is the fact that it is a bird. You see? It's a type of bird, is a crow.

Once we define a crow as a type of bird we've put A within the class of B. We've made the 'if A then B' postulate in our definition. And this shows up when we examine the postulate. That we find the 'if A then B' is a sufficiency relationship and a necessity relationship. They're both present. And it's known in logic as a logical tautology. It's a tautology. 'if crow then bird' is a logical tautology.

Logical Tautology

And what we mean when we say it's a logical tautology we mean the relationship is true because of the way we define A and the way we define B. You understand that? That is what we mean by a logical tautology.

Now, I can prove that every time you find both a sufficiency and necessity relationship in an 'if A then B' postulate, I can prove it logically, it's always in a logical tautology. That as a person you are defining A and B that way and that's why it's coming out this way. So it's valuable to you. But it's quite rare. It's quite rare. Never the less, again you should understand why the phenomenon occurs when it does occur.

[Note: In the conditional statement 'If P then Q', Q is necessary for P, because the truth of Q is guaranteed by the truth of P (equivalently, it is impossible to have P without Q). Similarly, P is sufficient for Q, because P being true always implies that Q is true, but P not being true does not always imply that Q is not true.

In general, a necessary condition is one that must be present in order for another condition to occur, while a sufficient condition is one that produces the said condition. - Ref: Wikipedia]

Double Bonding

Well that completes our subject of the single bonding and I wish that that was the end of the subject. The universe would be a far better place if there were only the single bondings extant. But now we introduce you to the demon. The evil demon of the piece is the double bonding.

The Double Bind

Now what is a double bind? Well a double bind is a single bonding plus its reverse. When the single bonding is 'if A then B', the reverse of 'if A then B' is 'if B then A'. So if we have a situation where 'if A then B' maintains and coupled with 'if B then A' then that is a double bonding. We now have A bonded to B, and B bonded to A. Now this is a deadly situation. It's something which you will not discover until you get into the subject of relationships and get them down to 'if A then B's.

The deadly nature of the double bind is not apparent until you get into this subject of relationships and break them down into their 'if A then B' components. Then you begin to get into the double binds and see their awful nature. While you're skidding over the surface and just looking generally at human relationships you don't spot the double bind. It's only when you take the relationship, reduce it to its 'if A then B' and you suddenly realise "My God the reverse is true too." And then you realise the horror of what you're up against.

The double bind, the double bonding. Now we've met the double bind in the postulate set. There is a double bind when games play becomes compulsive in the ordinary postulate set, in the 'To Know' goals package or any other goals package. In the goals package when we find a false identification between the elements of the goals package. Remember it? That's a double bind.

Well we can get a double bind in the postulate set in a relationship and it is equally as deadly. It is equally entrapping as you would expect, and very hidden. The double bind is just as hidden in relationships as in the goals packages. Just as hidden and just as deadly.

When I first came across the subject of the double bind in my research I called it the double lock on the mind, because once the double bind is extant the person is virtually trapped within a situation which has a double lock on it. Well what do I mean by a double lock? Well I mean that lock A keeps lock B in place and lock B keeps lock A in place. There is a double lock. And he can't unlock lock A because he is in lock B and he can't unlock lock B because he's locked in A.

Double Bind Example

I'll give you an example of the double bind and you'll see the shear horror of the situation. And they do occur, they're very common in life relationship double binds are. They're not at all unusual, but they're a great mystery. And people get caught in them. And a double bind can ruin your life I can assure you. Many people have their life ruined by a double bind.

I'll give you an example of one. Now a young man leaves school and applies for a job and he's told by the interviewer that he can't be given a job because he's inexperienced. So the young man says "Well now how do I get some experience?" and the interviewer says, "Well the only way to get experience is to get a job, which we can't give you because you're inexperienced."

And that's the end of the interview and the young man staggers off into the daylight feeling completely crushed. Unless this young man is of particularly clear mental abilities or is a student of logic or what have you, he's going to feel absolutely defeated. He's going to go around like a rat in a maze, his mind is. He's going to say, "Wait a minute, I can't get a job because I'm inexperienced, and the only way to get experience is to get a job, which I can't get because I'm inexperienced. So I need to get experience to get a job. Wait a minute"

And he starts in again. And he goes round and round and round this thing "Well I need to get some experience but I can't get any experience cause I haven't got a job and I can't get a job because I'm inexperienced. And ah… I can't… without experience I can't get a job and without the job I can't get any experience." "There is no way. I'm doomed. I can't get… I can't move… I'm stuck" and he's right, he is.

The relationship here is, and this is why he is like a rat in a maze, the relationship is 'if employable then experienced' and its reverse 'if experienced then employable'. The effect of the two postulates, the two relationships is to reduce the set, the employable experienced set either to

both employable and experienced or neither employable nor experienced. The classes of experienced and not employable and employable and not experienced don't exist in this set.

The two postulates make those into null classes. You see? And the unfortunate young man is stuck in the class of neither experienced nor employable. And there is no way in the world he can get across to the class of both employable and experienced. Why not? Well, the double lock, it's a double locking mechanism. He can't go from inexperienced to experienced because he is not employable, and he can't go from not employable to employable because he is not experienced. See that?

And so he's trapped. He's trapped in the class of neither employable nor experienced. And there is no way in the world he can get employed, while those postulates are extant, while he is agreeing to those postulates.

There is no way in the world that he can get across from the class that he is in, neither experienced nor employable, to the class of both employable and experienced. There's no way. The double bind simply locks him out. He's locked out. You see the viciousness of the mechanism. It's a double lock. It's a double lock device. And he's locked out much stronger than he would be locked out by bands of steel. You know? I mean, iron bars have got nothing to the power of the double bind.

When you start to get into some of these double binds in the human psyche you'll realise that bands of steel have got nothing compared to the power of the double bind. It's truly a double lock on the mind. Well let's finish the example off, how could the young man break the double bind?

Well he could treat it as an incident in therapy in TROM. And he could take it apart at Level 4, and if he knew about bondings and so forth, he could get it apart. Or at Level 5 eventually he'd get it apart. He'd keep working at it and he'd get mighty curious about these relationships, these bondings, eventually he'd come up with what the hell was going on.

But if he'd heard this tape he'd get it apart rather quickly. If he knew about the 'if A then B' postulate, and the subject of relationships that I am talking about on this tape, he'd get it apart rather quickly. Now most people have at some time in their life have been caught up with a double bind situation.

Well the young man only has to examine the interview and write down the postulates that occur during the interview and he would quickly say, "Well it's these two postulates 'if employable then experienced' and 'if experienced then employable'. Bang. This is it."

Now are both these postulates true? Is it true, that all those who are experienced are employable and all those who are employable are experienced? Now is it true? Well let's take these postulates one at a time.

Let's take the postulate 'if employable then experienced'. Well now, is this a true postulate? Well now, no it's not. It can't be a true postulate. Why not? Well if it were true that all those who were employable were experienced then no one would have a job, because by necessity everyone is inexperienced when they start their first job. You see that? So the postulate can't be a true postulate in our society. If the postulate were true, no one would have a job in this society because no one would ever get started at work. You see?

But people do work, are working, therefore the postulate is false. So that is a false postulate. Now how about the other postulate, 'if experienced then employable'? Well this postulate is probably closer to being true, but that can be true and cannot be true. Under certain circumstances it's true, and under certain circumstances it's not true.

So we just have to say, "Well that's ok, that postulate is, it depends on the circumstances."

Now that's all right there's nothing wrong with that one. But the postulate 'if employable then experienced' is a lie. That has to be false, that one. And once you see that postulate is false. The double bind collapses.

Once the young man could spot it, He'd say, "Well that's false, that's a lie. They sold me a lie. They got me to agree to the postulate, 'if employable then experienced'. And that's a false postulate." Once he realised that they have hung a lie on him, he breaks out of the lie.

Now the double bind becomes a single bind and he's free. See the single bonding is not entrapping. There is no entrapment in the single bonding. It's only the double bind that's the trap. So he walks out the trap. He just gets very furious about the interviewer and is likely to go down and punch him in the nose for trying to hang a lie on him. He's been conned in other words. He'd be very annoyed, and rightly so. Now it's a strange thing about the entrapping effect of the double bind. That when you examine them and take them apart, using the data I'm giving you on this tape, you always, repeat always find that one of the postulates is a lie. There is always a lie involved in a double bind.

You never find the 'if A then B' postulate and its reverse are both true. Both of them could be false. But at least one of them is false. They can't both be true. You see that? They can't both be true. If they were both true you wouldn't be trapped in anything.

Signs of a Double Bind

That fact that you're trapped and you're inconvenienced, you're emotionally disturbed by the situation, and you've suffered a great loss of freedom, and you feel you're walking around in a trap. You feel you're in a prison. Your mind feels like a rat in a maze. You're in a double bind mate. Find it!

And the fact is that you're in this situation, one or the other or both of the postulates that you're subscribing to are false. One or the other of the postulates in the double bind is false. In other

words there's always a lie present in a double bind, and that is a very important datum. It's up to you to find where the lie is.

Only the truth will free you from the double bind. One of the postulates is false in the double bind. It's false. There's a lie in there somewhere. There has to be. Just like the double bind in the postulates in the goals packages, there is always a lie in the double bind. It's similar in the relationship postulates, if there is a double bind in the relationships, in the 'if A then B' relationships postulates then one or the other of the relationships is a lie. If they were both true you wouldn't be trapped in anything I can assure you, if they were both true.

Now a double bind is deadly. It can ruin your life. Single bonding ok. Double bind awful. And you'll find that some of the most sticky, awful incidents you have ever experienced in your life, and ones that you've never really got away from contain double binds, and they probably contain more than one.

So they stick out like beacons on your time track. If you're caught up in one you'll know all about it mate. You won't have to search for them they'll come searching for you once you know what to look for.

Just listening to this tape, if you're understanding what I'm talking about, you've got incidents that are unresolved from the subject of double binds. These incidents will be wrapped around your neck right now while you're listening to this tape.

Incidents will come searching you out, they will. Once you understand the mechanism the incident will come and search you out and plead with you to resolve it, take the lie apart, to get rid of the double bind. Ok, so much for the double bind. You understand the mechanism. You understand how to take it apart.

Bonding Test

Alright, well now, let's look at a few practical aspects of this. How would you find if you had a bonding in your mind? There is a very simple test for a bonding. If A is bonded to B in your mind then every time you think of A you will think of B, it's as simple as that. If every time you think of a person wearing a dress you think of a girl then I can assure you that you are subscribing to the bonding 'if a person wearing dress then a girl'. You are subscribing to that postulate. You are subscribing to that relationship. See that? There's the test. It's an infallible test. It will never let you down. It's a very simple test.

There are more complicated tests but you don't need to know them so I won't bother to give them to you. The simple test is infallible and will never let you down. If every time you think of A you will also think of B. Ok.

If that happens then 'if A then B' is extant. Now what do you have to do about it in therapy? Nothing, unless it hangs fire. Get me on this one. You don't do anything about these relationship postulates in therapy unless they hang fire. You just do the steps as I've given them to you. Do Level 1, do Level 2, do Level 3, and you do Level 4, and you do Level 5. And you don't concern yourself with the relationship postulates unless they hang fire. Now the only place they're going to hang fire eventually, and they might show up at Level 2, Level 3 and you note them and you do take a bit of charge off them. Take a bit of charge off them at Level 2, a bit more charge at Level 3, and Level 4 you get a bit of charge, and at Level 5 more charge comes off then.

But the thing's still hanging fire. Ok. You've got right at the top of Level 5. You've nulled the 'To Know' goals package. You've run a lot of junior goals packages. You've run a lot of junior universes. This damn double bind, this damned relationship is still hanging fire.

Make the Double Bind the subject of the Goals Package at 5C

Alright, what can you do about it? Well we can erase them out the mind. Now any 'if A then B' postulate can be erased from the mind by making it the subject matter of the 'To Know' goals package at Level 5C. I'll give it to you again. Any 'if A then B' postulate can be erased from the mind by making it the subject matter of the 'To Know' goals package at Level 5C. But don't make a big thing out of it.

Look, 999 out of a thousand bondings in your mind are going to come apart in routine therapy. They're simply going to fall apart under the impact of the levels of therapy. There's just the odd one or two that are going to hang fire and you need to know how to erase them. And the way to erase them, you make them the subject matter of the 'To Know' goals package at Level 5C.

Now why does that erase them? It erases them because any postulate can be made the subject matter of the 'To Know' goals package at Level 5C. It's an existence isn't it? Any existence can be made the subject matter of that goals package, and is erasable at Level 5C. So that's the way you will take them apart at Level 5C.

In other words, the technology, the final technology of erasure of the relationship of 'if A then B' postulates from the mind is Level 5C. For god's sake put them into the form 'if A then B' before you attempt to erase them. Put them into the 'if A then B' form and then erase them at Level 5C.

It's one of the last things you do in therapy, will be these sticky hanging fire 'if A then B' relationships. Then you just knuckle down. One of the last things you do before the whole lot at Level 5 blows will be to get rid of these sticky, hanging fire relationships in your psyche.

Exceptions to the Rule

One exception to this general rule that I've given you, they can all be erased at Level 5C with the exception of those relationships that you hold in common with your body. And now these will, almost exclusively, be relationships of a certain type on the subject of sex.

Masculinity Double Bind

Now I can tell you what they will be. So you won't be surprised when you come across them. There is a double bind between the junior universe of masculinity and the postulate 'Must Sex'. And a double bind between the junior universe of masculinity and the postulate 'Mustn't be Sexed'.

Femininity Double Bind

There is a double bind between the junior universe of femininity and the postulate 'Must be Sexed'. And there's a double bind between the junior universe of femininity and the postulate 'Mustn't Sex'.

Now they are the main ones. They are the main ones. You can erase them out of your psyche, but the body will still be subscribing to them. So don't be surprised if they continue to hang fire. Just become aware that they're hanging fire because of their body relationships. They are part of your bodies psyche as well as yours. So just separate them out and then they'll go. Otherwise they'll go on forever.

Eating Double Bind

Now they are the only exceptions that I know of. Some people may have some relationships on the subject of eating that also may hang fire. But I haven't come across them in my psyche. But they could occur too. So look out for those as well. You could hold some relationships in common with your body on the subject of eating.

OK, well that about wraps it up. I wish you luck with your subject of relationships and bondings, and I wish you good luck in the erasure of these relationships in your psyche and in therapy. Bye bye for now.

End of tape

Level 5C : Tape 9 – Overts

23rd March, 1994

[An overt act is not just injuring someone or something; an overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. (HCO PL 1 Nov 70 III)]

This is the 23rd of March in 1994 and today I want to take up this subject of Level 5C-Overts at the level of therapy of Level 5C, which is very late in therapy. At this level of therapy the only thing that can prevent a junior universe from going through to erasure is that the person is continuing to compulsively commit overt acts against that junior universe in their present day life.

Now note that statement very carefully, it's a very precise statement. I'm not saying that the only thing that can prevent a junior universe from erasing is overt acts against that junior universe. No, I'm not saying that at all. There are many things that can prevent a junior universe from erasing in therapy, but we've covered all of them by the time we get to the end of Level 5C.

So if we get to the bottom of 5C and we still have junior universes that are un-erased, and will not erase in therapy, then the only reason for this state of affairs is that the person is continuing to commit, probably, almost certainly unknowingly, they're committing overt acts against that junior universe in present time games play, or potentially they will commit overt acts against that junior universe if they come across it in life.

Now this is an important datum and a very important subject too, this is important to us simply because if these junior universes hang fire at Level 5C then the 'To Know' goals package at Level 5A is prevented from going through to erasure. You understand that?

So therefore Level 5 cannot be completed. Level 5 will not complete if Level 5C won't complete and in the final stages the only thing that's going to prevent completion of Level 5C is overt acts against the junior universes, against those junior universes that hang fire at Level 5C. Everything else has been covered. We've taken the purpose of the junior universes apart, we've erased the junior goals packages that contain these purposes, we've done everything. We've got the junior universe apart.

So as far as the junior universe is concerned we've dismembered it. So why won't it erase? Well the only thing that will hold it is that the person is overting against the junior universe. It's not the fault of the junior universe. It's the person is holding this thing in suspension in his mind so that he can overt against it. Now that's the thing you have to understand. It's a conscious decision by the individual, though unknowing admittedly. It's a constant unknowing decision on the part of the

being, to hold this thing in suspension in their mind in order to play this rather silly game of committing overt acts against it in life.

And because they're doing this the terminal, the junior universe at Level 5C will not erase and therefore Level 5A will not erase and the 'To Know' goals package won't erase and we cannot complete Level 5. So we have to do something about it. Now you might say, "But surely we have a very good technique at Level 4 for handling overt acts?"

Well remember we take up at Level 4 the 8 classes of overts and motivators on the 'To Know' goals package. Yes indeed we do. It's a very good technique but, and get this very clearly, it is not proof against the person who does not regard his action as an overt act. You see that? You see, picking these things up at Level 4 depends upon the person regarding his action as an overt act.

If he regards them as an overt act he can pick them up at Level 4, and they will come apart at Level 4 routinely. But supposing he's committing some overt acts against junior universes which aren't picked up at Level 4 simply because he does not consider them to be overt acts. In other words, he's justifying his behaviour. He's justifying his overt act.

He's like the SS guard, you know, as he's herding another flock of Jews into the gas chamber he's saying, "Well I'm an honourable man, I'm not committing any overt act, I'm just doing my duty. I'm not doing anything wrong here." He says as he herds another flock of Jews into the gas chamber.

Now here you see a person who's justifying his overt acts. He's calling it something else than what it is. It's an overt act but he's calling it something else. Well we don't know what he's calling it but he's justifying it, and while he continues to justify his overt act it will slip through the filter at Level 4. See that? It simply won't pick it up.

If it crosses his mind he'll say, "Oh no that's not an overt act. That's nothing, that's nothing, that's alright... it's ahh... I'm just doing that. It's just a part of life, you know." He won't see that as a discreditable thing.

So it slips through the filter at Level 4. He gets onto Level 5, runs the 'To Know' goals package, takes a lot more charge off his case. Flattens off Level 5B, gets onto 5C and gets stuck there... gets stuck right at the end with one or more junior universes that won't erase. See it?

Now I didn't have this problem in therapy. I didn't have this problem. I cleaned them all up at Level 4. I got the lot. I'm too old a hand on this subject of overt acts and motivators but this material is going out to people who haven't got my profound understanding of the subject of overt acts and motivators compounded of 30 years experience as a practising therapist.

In that period of time you do learn a bit about the subject of overt acts and motivators and justifications and so forth. So I can confidently predict that on the write up of TROM as it stands today people are going to go through the Levels 1, 2, 3, 4, 5 and get right to the end 5A, 5B, 5C and then get stuck at 5C cause they can't erase these little junior universes at Level 5C, and

they're going to get worried about it and won't know what's going on and they won't realise that they're overting because they're justifying their overts. You see?

And the whole of their therapy will grind to a shuddering halt at that point. All right now what are we going to do about that? I know it's going to happen, it will happen for sure. Well we can do something about it, very easily.

The Innocuous Question

Well now, first off, it's no good asking this person or assuming or saying to the person, backing up some technique to them which implies they're committing overts against these terminals. Because they're justifying their overts so we can't use an overt act technology that is overtly designed to handle overts, you see that, because it's an invalidation.

An invalidation. If this material was obviously overts it would show up at Level 4. You see that? And if the person realised during the running of Level 5 that these were overts, it would have handled at Level 5A.

See, Level 5A will handle overts too. So when you're running the general 'To Know' goals package that will handle overts and motivators of the goals package. That will handle overts at Level 5A too. But it skipped through 4 and it skipped through Level 5A. Get it? So it's no good saying, "Well what the person's going to have to run is something like: 'What have you done?' and 'What have you withheld?'"

No, flunk that won't work, it won't work. It invalidates the person. You see? They're sitting with one or more junior universes which will not erase and they don't know why they won't erase because they're not aware that they're running overts on these things.

So we need a technology, which isn't going to invalidate them but at the same time it's going to run out these overts. And that's a problem, running overts out at Level 5C, and we have such a technology.

There is such a technology that will do this. We can actually run out overts. There's a set of commands we can use that will run out overts most elegantly and most efficiently without ever mentioning that they are overts. Without even implying that they are overts and to do this we use the justification mechanism of the human mind.

Now what is the biggest justification for an overt? What's the biggest justification? Let's go back to the SS guard who's herding Jews into the gas chamber. If you were to ask him, you say "Now look you're herding these Jews in there, now what are you doing?" he says, "Well this is Hitler's final solution to handling the Jews."

You see that, that's what he'd say. That would be his answer. He'd say, "We're simply handling the Jewish problem." Note the verb there, 'To Handle', see it. He's justifying his overt act under a mantle of "handling" and there is the euphemism.

It's a euphemism. It's a pure euphemism. It's an overt act but he doesn't call it an overt act he's saying he's "handling". You know the mafia boss turns round to his lieutenant and he says, "Go out and handle so and so and so and so."

He means go out and blow them up with a bomb or go out and mow them down with a machine gun but he calls it euphemistically "handle." An army commander might say the same thing when talking to his lieutenant. He'll say "Well we need to handle Hill 4 don't we gentlemen. Well you take your troops out and we'll mop up that pocket of enemy units on Hill 4. We'll get that situation handled."

Again the euphemism "handled". Now the verb 'To Handle' is a very interesting. The goal 'To Handle' is a very interesting goal, a very interesting goal indeed. Now the first thing we need to know about this goal 'To Handle' is, is it erasable? Yes it is erasable.

The goal 'To Handle' means, if you look it up in the dictionary, 'To Handle' means to manage. The word handle comes from an Anglo Saxon root of *hand* from which we get the word hand, the word handle comes from the word hand and both of them come from the Anglo Saxon root, but the word manage comes from the Latin, it comes from the Latin word for hand, *manus*.

We get the word manage comes from the Latin for hand and handle comes from the Anglo Saxon for hand, but both mean the same thing. So 'To Handle' means 'To Manage' and if you define it as that it's erasable, it's erasable. If you define 'To Handle' as 'To Manage' it's erasable, but if you define it in a destructive sense then it's an un-erasable goals package.

Actually the goal 'To Handle' is within the goal 'To Control' it's a subdivision of the goal 'To Control' and in the write up of TROM I mention that the goal 'To Control' will not erase unless you define it as "to direct the disposition of," which is the definition of the word control.

So again we find that the goal 'To Handle' which is within the goal 'To Control' is only erasable providing you define it exactly as per the dictionary definition 'To Manage'. So it's an erasable goal.

Running the Process

First Address the Goal 'To Handle'

So the first thing we have to do at Level 5C is to address and erase or collapse the goal 'To Handle' and that's the first thing the person has to do. He has to go back to Level 5B, in other words, pick up this goal 'To Handle' and either erase it or collapse it as a junior goals package.

The legs of the goal 'To Handle' are 'To Handle', 'To Not Handle', 'To be Handled', 'To Not be Handled' and it's an erasable goal provided you define the goal as 'To Manage'. Follow so far? It's an easy one.

By the time you get to 5C, I mean, by the time a person might need to do this technology the goal 'To Handle' might have already erased. So I mean it wouldn't be any surprise to discover when you go to erase it or collapse it, it's already erased or collapsed, it might have already been done. It certainly would have been erased or collapsed if you've addressed the goal 'To Control' in therapy. Cause if you've erased or collapsed the goal 'To Control' the goal 'To Handle' will have also gone. That would have gone too because the goal 'To Handle' is within the goal 'To Control'.

Right, well so far so good, that is the first step of Level 5C-Overts is to erase or collapse the goal 'To Handle'.

Second, Formulate the Therapy for Overts

We then formulate our process. You see we can now work with this goal 'To Handle' because we've erased it. It's an erased package. So we're now confident there's no residual charge of conflict in the package itself. In other words, we can use the legs of the package with full confidence that there's no charge on the bank on these legs of the goal 'To Handle'.

It's an erased goal or collapsed goal and they're quite null. So we have to do that step. We must do that step of erasing or collapsing the goal 'To Handle'. Having done that we can then formulate our therapy commands to run out the overts that are on these junior universes.

Now the easiest way I can explain this is to give you an example and work through the example and we'll create the commands as we go. Let's assume that the junior universe that won't erase is a dress, a dress, D R E double S. A dress.

Let's assume that is the junior universe that will not erase at Level 5C.

First Pair of Commands

Now the first command that we back up on the subject of the dress is:

"How have you handled a dress?"

Repeat "How have you handled a dress?" Now there are two comments I'd like to make on the command.

First off that you'll note that there's no suggestion that there is an overt act. The command you're using does not suggest that there are any overts, yet I can assure you that if the person has ever committed any overts on a dress that auditing command will find them.

It will peel them off. It will locate them. I can assure you of that. With the reasons I've already given on the tape that the goal 'To Handle' can either be defined constructively or destructively.

Now note the use of the word "you". "How have YOU handled a dress?" you might say, "That as the person is running solo he could run, "How have I handled a dress?" Well I tested both of these and the first one seems to run best, seems to be more incisive and so forth, but it doesn't really matter.

You could ask, "How have I handled the dress?" as you're running solo, but my advice is to use the third person, "How have YOU handled a dress?" and realise that the question is being addressed to you. You are addressing it to yourself.

In other words that you're the therapist addressing the subject in the session and the question you the therapist are addressing to the subject is "How have you handled a dress?" get it? And having received the question you then proceed to answer it. You don't have to acknowledge it to yourself. You can dispense with that formality but I think that you will find that to use the third person "How have YOU". That is more incisive and I think you will find that that runs best, although to say "How have I handled it?" is not an error. That will run too.

I think that you will find that "How have YOU handled a dress?" will run better than saying "How have I handled a dress?" All right now how long do we run that command for? How long do we run that command for?

Well we run that command until there are no more answers. Note that! We run it until there are no more answers. Now that's something new. You'll find that when you run it to no more answers you're also running it to no change. It's quite safe. It's safe to use this in this instance. To run to no more answers because we're going to run another command which is the reverse of it so it's quite safe to run this. It's not safe to run all commands in therapy to no more answers but in this instance it's quite safe to do so because we're running its reverse as well.

So it's quite safe. You run this to no more answers and you'll find that when there's no more answers that this is the point of no change in the session. So we run it to no more answers. All right that's command number one.

Now our next command, command number two is the exact reverse of command number one, it's:

"How has a dress handled you?"

Repeat "How has a dress handled you?"

Now I'll give some comments on that command. Now of course this command won't run overts, this command runs motivators but this is the other side of the flow. We have to run this flow, we can't just keep running overt, overt, overt all the time.

We have to reverse the flow. So we’re going to reverse by saying, "How has a dress handled you?" It's a flow reversal here and again you run that to no more answers. Now it might seem a very peculiar command. It will certainly be a peculiar command for somebody very early on in therapy, but I can assure you very late in therapy a person will be able to answer it quite readily.

It's not a difficult command for a person very late in therapy. They would easily see how the dress has handled them, how a dress made them do certain things, and so forth. They would easily be able to answer the question, where a person early on therapy would have difficulty with it.

But we're not running this procedure early on in therapy. It's the last thing being run so the person has the whole command of their creativity at their disposal. All right so we run that to no more answers which will be a point of no more change. Then when there are no more answers to that one we go back to one.

And again run, "How have you handled a dress?" And we run that to no more answers then we go over to two and run "How has a dress handled you?" and run that to no more answers.

Backwards and forwards until neither of them have any more answers. Then we're finished with that. We're finished with that pair of commands.

Second Pair of Commands

And we now move into our second pair of commands. There are only four commands in the procedure; we've now covered two of them. And we'll go into the second pair. We've now used up the 'To Handle' leg of the 'To Handle' goals package, haven't we? So now we swing over to the other side of the goals package 'To be Handled'.

So the person asks themselves now:

"How has a dress been handled?"

"How has a dress been handled?" That is command number three. We don't specify handled by whom. It can be handled by self or it can be handled by not-self, we don't specify by whom. It's very general, a general command, "How has a dress been handled?", and again it's run to no more answers.

Ok, an easy enough command to run.

Then we go to command number four. This is the final command of this set, is:

"How have you been handled?"

"How have you been handled?" and that again is run till no more answers.

And when number four has gone to no more answers you go back to three and you alternate three and four until neither three nor four have any more answers. Now number four seems a peculiar command. It seems an almost irrelevant command, "How have you been handled?"

Well the purpose of the command is flow balancing. It's simply a comparison; it's a flow balancing comparison there. It allows the person to see, to compare the way a dress has been handled in the universe, he can now compare that to the way he has been handled in the universe.

So he can now get a comparison, there. See it's simply a comparison; you're completing your flow pattern and making sure you're not leaving any unbalanced flows here.

Now if those four commands are run exactly as I've given them to you, and they are run to no more answers, both pairs are run to no more answers. The terminal, the junior universe will erase at that point in therapy. You may not know it's erased but it will have erased.

End of tape

Level 5C : Tape 10 – Erasability of Junior Universes

6th April, 1994

Today is the 6th of April 1994 and I'd like to take up two subjects the first of which is the subject of erasability and later on I want to take up the subject of "The Philosophy of TROM." We are now in a very fortunate position to be able to finalise the subject of the erasability of junior universes at Level 5C, to finalise it once and for all. I can say now with great certainty that this area is now explored completely and finally.

Here then is the data. Any junior universe, repeat, any junior universe can be erased from the mind at Level 5C. The reason for this is very simple. If the junior universe has any existence in the universe then it's erasable at Level 5C, it can be made the subject matter of the 'To Know' goals package at Level 5C and erased.

Why is this? Well it's to do with a little identification that belongs in this universe; it's to do with the basic law upon which this universe is evidently built. The identification is that the idea, the concept of an existence is identical to the concept of 'Must be Known', the concept of existence and the concept of 'Must be Known' are identical concepts.

In other words if a thing exists in the universe it 'Must be Known' in the universe, and if a thing 'Must be Known' in the universe then it exists in the universe. This is an identification. And also we have that if a thing doesn't exist in the universe then it 'Mustn't be Known'. And if it 'Mustn't be Known' in the universe then it doesn't exist in the universe.

Again it's this proposition that is derived from the basic law upon which this universe is based. Just to briefly remind you of the basic law. The basic law states that "The class of the knowable is coextensive with the class of those things brought into existence to be known."

That is the basic law upon which this universe is constructed and we can deduce from this basic law, I won't go into the logic of how, the mechanics of how this can be done in logic, but I can assure you that we can validly deduce from that law this idea that the concept of existence is identical to the concept of 'be Known', and the concept of non-existence is identical to the concept of 'Not be Known' or 'be Not Known', and from this state of affairs we can say with great certainty that any existence, and a junior universe is an existence, so any junior universe can be erased from the mind by making it the subject matter of the 'To Know' goals package at Level 5C.

Now the only thing that can prevent the erasure is that the junior universe has become ionised with one or other legs of a junior goals package. Now that's the datum we didn't have. That's the new datum. Once you grasp this you'll get the whole picture.

The only interfering factor is this subject of the junior goals package. If a junior universe is not interfered with or not involved in games play, with some junior goals package then it will erase readily at Level 5C by making it the subject matter of the 'To Know' goals package at Level 5C. You see that?

But if that junior universe is interfered with or is involved in games play with some junior goals package which is then considered independent of the basic package, that's important, it's then considered to be independent of the basic package, then when you come at Level 5C to try and erase this junior universe it won't erase at Level 5C because of the interference it's getting from the junior goals package.

I'll give you an example of this and you see it very clearly. Now let's take the subject, the junior universe of a dress. You know, what girls wear, D R E double S, a dress. Now undoubtedly there are some people that would get to Level 5C and say, "Ok, well I'll erase the junior universe of a dress and make it the subject matter of the 'To Know' goals package" and it erases like a lamb.

Now one thing we know about these people is that they have not been playing games with dresses and they have not got this junior universe of a dress ionised with any of the legs of the junior goals package. You got all that? We know that immediately, otherwise it would simply erase.

But other people will get to Level 5C, try and erase the junior universe of "dress" and it won't erase. So they have to say, "Well what is the purpose or what is the function of a dress?"

See what we're hunting for is the junior goals package here. See? We're looking for the junior goals package that's interfering. When we ask for the function we're asking for a junior goals package, aren't we? See that? It's a sneaky way to ask for it.

We ask for the function of the dress and a person writes down the functions of the dress. And, he only has to look at the dress and he will get the functions. He doesn't have to go hunting very far. He has only got to look at the dress and there is the ionisation of the dress. So he says, "Well now it's ahh... femininity... dress is associated with femininity... it's got a feminine function he would say, it's got a feminine function."

We say a dress has a feminine function in our society. He's reading it off the dress, you see, he's picking up the feminine ionisation of the garment. See? Cause it's got an exclusive feminine usage in our society. See there?

But what is the ionisation here? Well the ionisation is the 'Must be Sexed' postulate. The dress is ionised 'Must be Sexed' and the 'Must be Sexed' postulate of course is a postulate from the 'To Sex' goals package and the person has got the 'To Sex' goals package considered independent of the 'To Know' goals package and BINGO he can't erase the dress at Level 5C by making it the subject matter of the 'To Know' goals package. See that?

So he has to now get down... knuckle down and erase the 'To Sex' goals package to break the interference. He gets that erased and he has to do all the checks, which I've given you on the earlier lectures. He then has to again make it [the dress] the subject matter of the 'To Know' goals package at Level 5C, and check if it will now erase.

If it doesn't he has to go find another purpose of the dress until eventually he goes back and it erases. You've now got rid of all the purposes. But the purpose will show as ionisation in the junior universe.

And just to refresh your mind on the subject of ionisation, which I have covered on an earlier lecture, when we say ionisation we simply mean the flooding of a mass with a postulate, that's what we mean when we say ionisation, the flooding a mass with a postulate.

So if a dress has a 'Must be Sexed' ionisation, what we mean when we say that is that the dress is flooded with a 'Must be Sexed' postulate, which is the feminine sexual postulate, which is what you would expect if the dress is so closely associated with females. It would pick up the ionisation of their primary sexual postulate, which it does.

So see it in terms of ionisation and you understand it. You understand where it picks up the function from and you don't have to go hunting for the ionisation saying, "Well, well, well what's the ionisation of this junior universe?"

You've only got to look at the junior universe and read it off the junior universe. It's right there when you look at the junior universe, if you know what to look for. If you can't read the ionisation directly off the junior universe now you will be able to do this by the time you've got a fair way through Level 5, I can assure you.

The subject of ionisation gets very real to you. But if you can't read the ionisation, well, you simply ask, "What is the function of the dress?" For when you list the function of a dress you'll pick up the ionisation.

There are two ways you can do it, you can simply look at the junior universe and you'll either read it off the junior universe or you just say, "Well what's the function of the junior universe?" One way or the other you'll get the ionisations and then you just apply the technology as I've given it and then eventually you'll get the dress erased. You see that?

Now this is what we mean by erasability. Now there's one final thing I have to tell you on this subject. It's a dreadful pitfall, it's one I fell into and I had enormous trouble with it and it's one way to generate an enormous amount of mass in your mind and it's terribly difficult to get rid of and it's one way to get yourself in an awful mess and that is to try and play with this idea that you can make a junior universe the subject matter of a junior goals package.

I can tell you now with utter certainty and absolute conviction that you can't. That you can't make any junior universe the subject matter of any junior goals package. You just can't do it. Now why can't you do it?

Ok, I didn't know this until recently. So I've now got the whole thing out. I now know why you can't do it. This is the way it goes. To be erasable within a goals package the junior universe has to only consist of the two postulates, the 'To be Blank' and the 'To Not be Blank' postulates on that side of the goals package.

If a junior universe only consists of those two postulates then it could be made the subject matter of that junior goals package and would erase. Now that is a true technical data. But unfortunately the only goals package, repeat, the only goals package of which this is true is the 'To Know' goals package because the junior universe is an existence and because of the identification between existence and 'be Known' and non-existence and 'Not be Known' that's an identification in the universe itself based upon the basic law of the universe, because of this peculiar identification, there, any junior universe that exists in this universe is erasable within that 'To Know' goals package, and it's not erasable within any other junior goals package.

The simple truth of the matter is none of the junior goals packages have this identification like we have in the basic package. In the basic package we have the identification between existences and 'be Known'. You see that?

None of the junior packages have this identification so you can't get an erasure of a junior universe by making it the subject matter of one of these junior goals packages. You see that?

I'll give you an example. Let's go back to where we were dealing with the dress and the 'To Sex' goals package. You will think, "Well there might be various things that could be made the subject matter of the 'To Sex' goals package." Well as a matter of fact there aren't any junior universes, which can be made the subject matter of the 'To Sex' goals package.

You say, "Well that's peculiar is there anything in the universe that is sexable?" Yes, but the only thing that's [chuckle] the only thing in this universe, which is essentially, which is truly sexual, that can truly be sexed, I should say, is the 'To be Sexed' postulate.

Everything else is not quite right. I used to think when I first researched the 'To Sex' goals package that the junior universe of female sex cells was erasable within the 'To Sex' goals package but it took me a month or two fiddling around with it to realise that they weren't erasing, nothing was erasing. I was just getting a lot of mass showing up that was all. It all looked very significant but the end point was I got absolutely nowhere and I had to abandon it.

It was just another interesting way to generate mass, so that one went away. But I thought, "Well the junior universe of femininity, God, that ought to be erasable within the 'To Sex' goals package." Nope, again, it isn't quite right. Femininity isn't exactly sexable... it isn't exactly sexable,

it's not exactly sexable, the only thing in this universe that is exactly sexable is the 'To be Sexed' postulate. Get it?

So whatever junior universe you make the subject matter of the 'To Sex' goals package won't work, you won't get erasure. See that? The only things you can erase in the 'To Sex' goals package, in other words, are the four postulates of the package, they will erase one against the other, and the whole package will go.

But to try and use the package as an erasure tool at Level 5C gets you into the soup, gets you into a hole, gets you into a mess, and the reason why is the reason I've just given you. The only identification between the junior universe and a goals package is in the 'To Know' goals package with this identification between the junior universe of existence and the 'To be Known' postulate and that is a true identification in this universe and because of that and because the junior universe, if it exists it is an existence in this universe. Once it exists it's erasable within the confines of the 'To Know' goals package. And it's only erasable within the confines of the 'To Know' goals package.

So one gorgeous way to booby trap this whole subject is to get in and say, "Well now we can make junior universes the subject matter of junior goals packages." Nope, you get nowhere. And eventually you just pile up more and more lies. It's a lie, you see. You're just peddling the lie. And you just pile up more mass, more mass, more mass, then in the end the effect is the same effect as if you were trying to erase an un-erasable goals package.

It's slower, but the effect is eventually the same. You will eventually just dig yourself a hole in the graveyard and get into it. There's no way out that way. That's my final words on the subject.

Bear them very carefully in mind. You won't find any reference in the write up of TROM to making junior universes the subject of junior goals packages and now we know the reason why. I knew it then, I knew you couldn't do it but I didn't know why you couldn't do it. Now I know why you can't do it. I'm giving you the reasons why. So don't fall into that trap. It's a yawning chasm for the unwary.

It's the subject of making junior universes the subject matter of junior goals packages so don't do it. Ok? You erase junior universes at Level 5C exactly as per the way I've given you in the main write up. There's sufficient material in the main write up to do it.

All the supplementary tapes give you is the reasons why and amplifies the material and points out the booby traps. So the final message on the subject is don't think there's any quick way of erasing junior universes in the junior goals packages, it's a booby trap. There's no way out that way. The only way it can be done is the way I've given you. There isn't any other way to do it, and I can prove it.

And almost as a post script on the subject of erasing junior universes at Level 5C, don't forget the data about Snoozer the cat, you remember, I said early on in the write up there that you tend to

pick something a little bit too tough to handle so don't be surprised even though you've erased all the junior goals packages associated with a junior universe at Level 5C and you've cleaned up all its ionisations and you've got it all ready to go, it still won't erase, it's just a little bit too tough to erase for you.

Well remember Snoozer the cat, get inside it, remember, I said in the write up, Snoozer the cat. You can't erase the cat well settle for his whiskers then work through the cat bit by bit till you get the whole lot erased.

You can always do that too. But do that after you've cleaned up the ionisations and cleaned up the functions of the junior universe. Get the function cleaned up first and then, if necessary, and it's still too tough to erase at Level 5C, well then get inside it, treat it like Snoozer the cat and get inside it and erase it a little bit at a time.

One way or the other you'll get there. You'll never get there making junior universes the subject of junior goals packages there's no future in it.

End of tape

Level 5 : Tape 11 – The Philosophy of TROM

6th April, 1994

Okay, I'd now like to take up the subject of the philosophy of TROM – philosophy of TROM. I'm very grateful to Terry Scott who reminded me of the importance of this subject in a taped communication to me; and he felt there's a definite need for a look at the subject, into the philosophy of TROM. Well, I agree with Terry. And so here we go, we're going to talk now about the philosophy of TROM.

Let me say at once that the theory of TROM is quite consistent with the theory of Scientology, and there's no areas, really, were they are at variance at all – with the possible… no, with a definite exception that there's one of the axioms which definitely does not apply in TROM.

But I suspect that Ron in his later years, himself, would have suspected that there's something odd about that axiom. Because I used to talk to Ron even in the early fifties - and when we used to skirt around the subject of that axiom - and there's things he said then that made me suspect that he felt there was something odd about it.

Anyway, the axiom is Axiom 31 in Scientology, and this is the axiom which (raised?) [postulates] that goodness and badness, beauty and ugliness are alike considerations and have no other basis than opinion – that is Axiom 31 of the Scientology axioms. And this axiom tells us that goodness and badness is really relative to the situation. In other words, it's entirely a matter of opinion, that there's no basis for goodness or badness, or beauty and ugliness in the universe… that there's no basis.

Well now, discounting the subject of beauty and ugliness, for which I would be inclined to say that the second part of the axiom is true - but I haven't studied it all that much - but I would say that if the axiom simply read, "Beauty and ugliness are alike considerations and have no other basis than opinion," I would agree with that.

But it's the first part, goodness and badness that sticks in the craw. Now this is a very old philosophical point that Ron hit when he hit Axiom 31. I don't know whether he knew that he'd hit a very old philosophical argument. I missed it at the time. It wasn't until a number of years later that I realised there was a flaw in this axiom.

It wasn't really until I started to get down to my own research that I began to seriously doubt the validity of the first part of that axiom. And I hadn't got too far into my own research before I realised that the first part of Axiom 31 is in error; it's simply wrong.

This is why it works: if you say that all goodness and all badness are simply a matter of opinion, then you stop all possibility of social comment. You know, you can't then point your finger at something and say, "Well, I consider that bad." The person would say, "Yes, that's fine, but it's simply your opinion that it's bad, and I consider it to be good." You see that?

And, bang, you have immediately… you've destroyed the whole subject of morality and ethics in one swoop, just like that. You've just wiped them off the face of the planet. You see that? Once you say that goodness and badness are simply a matter of opinion you've just destroyed all social comment, you can't comment about an action.

Because the person could immediately say, "Axiom 31!" He could invoke Axiom 31. So, "Well, look, these things are simply a matter of opinion. You consider it's bad, I consider it's good." And there's no absolutes on the subject. Well, not so much as no absolutes, but it's simply a matter of opinion, simply a matter of opinion. "I know my opinion's as good as yours, old chap," he can say.

So you can't comment on an action. Now, that is a very dangerous way to run a society, I can assure you. Societies tend to collapse when this is adhered to. If you were to try and run a society on that basis it would run itself into a hole, it would run itself into a hole rather rapidly.

And societies that have tried to live like that, the hedonistic type – usually this concept is associated with hedonism: that whatever I do is right and whatever you do is right, and it's all a matter of opinion, and we all live for today for tomorrow we die. It's a hedonistic philosophy. And no society has ever flourished using that philosophy. It simply leads to the graveyard, very, very quickly… very, very quickly. The society just collapses. It just falls apart.

Usually it just falls apart into bloody conflict. That's an end to the society and something more stable takes its place. In other words, it's not a workable, it's not a practical proposition. So the first part of Axiom 31 is a fault.

So with the possible exception of that TROM and the body of data of Scientology are consistent with each other. And all we can really say is that TROM bears the same relationship to Scientology say as, oh, say Einstein's relativity theory bears to Newtonian mechanics. It's just a smoother way of looking at it, and a much faster and a much more practical way of getting the job done.

But it does contain some more fundamental truths which were missing from Scientology and so tended to limit the application of Scientology. I suppose, logically speaking, from a philosophical viewpoint, you could put - with the exception of these odd little bits and pieces like the first bit of Axiom 31 - you could put Scientology within TROM.

But you can't put TROM within Scientology, because there's data in TROM which is not known in Scientology. But there's everything that's known in Scientology - you'll find this in TROM. You'll find that it's all in there. So the senior subject is TROM, I can assure you. It's the senior subject. But Scientology, with a few exceptions, is quite consistent with TROM, is quite consistent with it.

So we do have a philosophical background there, the philosophical background of Scientology. But we can actually take the technology of TROM, and from it get a much, much more workable philosophy than Scientology could ever have.

And god, Ron worked hard at this subject with the philosophy of Scientology. He really did over the years burn the midnight oil there to try and get a philosophy of Scientology. And in his latter years he even started to get into this subject of ethics, you know, and started to say what was ethical, yet in his own axiom, Axiom 31 - first part of Axiom 31 - says that goodness and badness are all alike considerations and have no other basis than opinion.

Yet here he was in the latter days of Scientology expounding a code of ethics. Well, this is inconsistency in his own field, and he paid for it. He paid for it. You can't teach the students, make them learn Axiom 31 by heart on the one hand, and on the other hand insist that they abide by a code of ethics. They're two things that are logically inconsistent with each other. You see that? There's these logical inconsistencies that caught up with him in the final years.

Well, we're not going to fall for these logical inconsistencies of that type. We simply do not say that goodness and badness are simply a matter of opinion. We know that there is the subject of goodness and badness, we do know that there's such a thing as ethics. You will find in TROM a code of ethics. It's written up quite firmly in TROM. And as you live by this code you flourish. And if you don't live by that code, the further you run your life away from that code the less you flourish.

But we in TROM, we can go much, much further than that code of ethics when we talk about the philosophy of TROM. The key to the philosophy of TROM lies at Level 5 and the subject of the goals packages. There is an enormous amount of philosophical material there which is readily available once you come to study the goals packages, which gives you the basic philosophy of life which comes from TROM.

Things you'd never believe, never dreamed - and were never dreamt of by Ron in Scientology - stand like steering beacons at you when you study the goals packages, the true goals packages that we know exist in Level 5 at TROM.

Let's start working and looking at some of these goals packages and this basic idea of the philosophy of TROM. When we look at Level 5, we find Level 5A, we find the 'To Know' goals package; and then at Level 5B we find a whole mass of junior goals packages, the vast majority of which are un-erasable and a tiny proportion of which are erasable. Now, the first datum that interests us here, and which becomes a part of our basis of our philosophy of TROM, is this datum that you cannot successfully base your life upon an un-erasable goals package. You follow that?

Now that's a very, very important philosophical datum, that is. It's a survival datum. It's more than just something that you sit around and idly talk about in the coffee shops, you know. It's something which is raw survival in this universe. Basing your life upon an un-erasable goals

package is a death sentence in this universe. It's a death sentence. It really is. I couldn't stress it more strongly; couldn't stress it more strongly.

Now, this isn't something wishy-washy. This is something you can prove. You can prove it. You've only got to try and erase one of these un-erasable junior goals packages to demonstrate to yourself quite conclusively that what I say is utterly true. You take the goal 'to hate', say. It's quite un-erasable. Its legs are 'to hate', 'to not hate', 'to be hated' and 'to not be hated'. And sit down and try to erase that as a goals package using the technology of Level 5 - and it will kill you.

And if you were to get into life and take up this subject of 'hating' and make that your main spur, your main purpose that was driving you, your main thing that was driving you through life was this urge 'to hate', and so forth, you would equally kill yourself.

So, now here is something of vast interest, isn't there, vast practical interest as a philosophy of life there. So it'd be kind of very important to know which goals packages are erasable and which are un-erasable. Well, I can tell you: there's only about - I sat down one day a few years ago and I counted them up. There's about twenty-five or thirty erasable junior goals packages, the most important of which are listed in the write-up - the most important of them are listed in the write-up.

If you only had the ones that were listed in the write-up and you didn't know the rest of them you'd be quite safe, because the remainder of them, they'd start to fall out the handle when you work with the ones I've given you in the write-up. Because that's the way I found the others; by working with the ones that are in the write-up - the main ones are in the write-up.

You know, the goals 'To Create', 'To Love', 'To Admire', and so forth, the whole list of them (you'll find them in the write-up.) You work with those, and you'll quickly come across the remainder. But all of the remainder are quite subsidiary, quite supplementary.

I've given you - the most important of the junior goals packages are in that write-up of TROM. You can safely ignore the rest, but you will discover them when you work with the ones in the write-up. The only junior goals package that should have been included in the write-up and never got included - because I didn't spot it in time; I got the whole thing typed up before I researched that area - was the junior goals package, the 'To Reason' goals package, 'To Reason'.

The legs of this goals package are: 'To Reason', 'To Not Reason', 'To be Reasoned', 'To Not be Reasoned'. Note the purpose there is 'To be Reasoned', not 'to be reasonable'; not, repeat, not 'to be reasonable'. The goals package is 'To Reason', 'To Not Reason', 'To be Reasoned', 'To Not be Reasoned'.

That is the 'To Reason' goals package. Because that is a beautiful little goals package, and it should belong… it belongs on the main list, and you should add it to the main list; and it's a specific one. The whole subject of reason and logic becomes an absolute joy after you've erased

that goals package, where prior to the erasure of that goals package logic and reason can be a very mysterious subject.

But the whole subject of logic and reason becomes an absolute joy like poetry after you've erased that goals package. So it's a very worthwhile goals package to erase, and that's why it belongs on the main list, and why it's unfortunate I couldn't get it on the main write-up. But nevertheless, if you work with the ones that are on the write-up you would come across the goal 'To Reason' eventually and realise that it is erasable and you realise how important it is and you would add it to your list of erasable goals.

So there's only that tiny number of goals which are erasable. Now you can base your life on any one of those, or any number, any combination of those goals, the positive legs of those goals, and you'd be all right. You could survive in the universe. There's no liability to working with the positive legs of the 'To Know' goals package, or the positive legs of any of the junior goals packages. There's absolutely no liability to it, they're quite safe. They're all survival, they're all 'life packages', as I call them that we know them in TROM. They're life packages.

But when you pick up a dictionary, the first thing you're struck by is the vast number of other goals mentioned in the dictionary - as in verbs. All these verbs, they're all goals, they're all purposes. Well, a large number of them are synonyms for the life goals, they're the synonyms for the junior goals packages. But there's an equally or an even vaster number which are completely un-erasable.

And the majority of verbs in the English language cannot be formulated into erasable goals packages. And if you were to base your life on any one of those purposes you'd be running yourself on a one-way trip to the graveyard.

Now this is what I'm talking about when I'm talking about the philosophy of TROM. Here is a way of life, here is a philosophy of life, based upon goals packages which are erasable, goals packages which are un-erasable. It's simply a matter of discovering whether the goals package is erasable or un-erasable.

If it's un-erasable you keep away from it like the plague. You simply don't get involved with it. That's the entire secret. You keep away from goals packages which are un-erasable. You don't have anything to do with them. You might as well cut your throat, you know that. So you don't get involved with those goals packages that are un-erasable. Because you don't use them in games play and don't get involved with them, you're immune to them and you survive well.

Now the only unfortunate thing about all this is that the philosophy doesn't become particularly real to a person until they get into Level 5. And Level 5 is a fair way up the line for the average person in therapy.

It may not be far up the line for a person who's had a lot of Scientology auditing - they may get to Level 5 within, oh, I don't know, ten, twenty, thirty hours of running solo. They may get there. That would be unusual. But it's possible.

For a person who's never had any psychotherapy, it's going to take them longer than that to get up to Level 5. And it's no good rushing it. They're not going to do any good on Level 5 until they're ready for it. So they've got to work through the steps. So it's just unfortunate that our philosophy, the philosophy in TROM, is based upon material which is going to be a little bit unreal to people until they've got to the upper levels of our subject. Now that is unfortunate. I wish it wasn't that way. But, unfortunately, I can't make it any other way than it is.

We can't run our tech any other way. It doesn't run any other way. Got to do Levels 1, 2, 3, 4, 5 - in that sequence. You might say that the fault lies in the fact that the humans on this planet are in such god damn lousy case shape. If they were in better case shape they could get onto Level 5 rather quickly. You see that? That's the problem.

The fault lies not in our tech, but in the material we have to apply the tech to. So it's not a technical failure. It's just that the people of earth, the people of this planet, the humans, have never really taken much thought on the subject of the state of their case. Good little compulsive games players that they are, they're always much more concerned with what's going on out that way rather than concerned with what's going on inside them.

Two Types of Games Player

You know, you always know the compulsive games player: he always looks exterior to himself for the solutions to his problems. This is almost a definition of a compulsive games player. You know them by that. You know them by that: they look exterior to themselves for the solutions to their problems. They never look into themselves to solve their problems. They always look for the quick fix out that way. That's the compulsive games player.

The non-compulsive games player, he doesn't live his life like that. He may look outside exterior to himself for the solution to his problem, but he's just as likely to look inside himself for the solution to his problem.

He may use either; he has the choice. He can do both. That differentiates it.

So when you come across that, when you come across a person who endlessly looks exterior to themselves for the solution of their problems, know that this person is a compulsive games player. And this person is going to take a fair while on the earlier steps of TROM before they can get up to Level 5. They're just not going to get up to Level 5 until they've broken this pattern. They've got to start looking at themselves. They've got to start working through these lower steps - and that means looking at themselves.

They're going to have to break this lifelong habit of the quick fix over that way, quick fix over that way. They go for the long-term fix over this way, not the quick fix over that way. That's TROM.

Another way you can tell the compulsive games player is the amount of - he needs to be stimulated by his environment - the amount of stimulation he needs from the environment. The compulsive games player has a tremendous need to be stimulated by his environment, where the non-compulsive games player has far, far less need to be stimulated by his environment. And by the time he's finished the five Levels of TROM his need to be stimulated by the environment is very tiny indeed and is completely under his control, completely under his control.

So there's two quick indicators for the compulsive games player, just to give them to you in passing: is the quick fix over that way - always looking exterior to themselves for the solution to his problems - and a high need to be stimulated by the environment, and so on. You see that? They're quick indicators of the compulsive games player. And the higher that compulsion of games play is the more time they're going to have to spend on the lower Levels of TROM, the more they're going to have to sweat on Levels 2 and 3 of TROM - 2, 3, 4, but mainly 2 and 3.

The compulsive games player has a rough time at Level 2. He really does. That's the one. As I said from the write-up: it separates the men from the boys. And that's the one that sorts them out, sorts out the compulsive games player, is Level 2.

The non-compulsive games player sails through Levels 2 and 3 quite comfortably. But the compulsive games player has a lot of trouble, because they make him look inwards, they make him look at his mind, and that's the one thing he will not do. He will only look exterior to himself for a quick fix to his problems, and Level 2 won't let him do that.

It simply says, "Look at your mind; just evaluate these things in your mind; start looking at your postulates and considerations; what's the structure of your mind that you're working on? Let's look at these things, not keep looking out that way to a fix for your problems. Let's fix them… You fix them! Your mind, you fix them." That's TROM.

But to return to our main line, which is the subject of the philosophy of TROM and the subject of the goals packages. Don't miss it: our philosophy of TROM is governed by the data at Level 5 - governed by this data at Level 5 and the goals packages. It completely dominates the philosophy of TROM, completely dominates it. And the only other philosophy of TROM would be what you will find in Scientology.

You know, the general (what might be called the background) philosophy, which is common to Scientology and TROM. But the philosophy that differentiates TROM from Scientology is the philosophy that comes from the goals packages at Level 5. And once the person gets to Level 5 they can easily - we have all the tests for the un-erasable goals package at Level 5B that, you know, is the… well, the test is there, you know: "Is it opposed?"

Is the 'To Blank' leg of the goal opposed to the 'To be Known' leg of the basic package. That's the first test; it's a very fundamental test. That's the first test any person will use when they get to Level 5.

Later on is the ionisation test, which I've covered in the supplementary lectures, where the - people will discover the ionisation test for themselves. And the ionisation test, the subject of ionisation is very, very simple. Yes, just briefly to reiterate the ionisation test: the ionisation test is based upon the fact that the positive legs of any erasable goals package will ionise mass white or coloured, whereas all four legs of an un-erasable goals package will ionise a mass black.

And the negative legs of erasable goals packages will also ionise a mass black. So all one has to do is to simply feed - when one wants to test a goals package to find out if it's erasable using the ionisation test - one just simply feeds/floods any old mass in the universe, just flood any old mass in your mind with the postulates, the legs, one by one, the legs of the goals package. If all four legs ionise the mass black then this is an un-erasable goals package - the decision's final.

It's not because I say so; it's just a factor of the universe, it's just the way this universe is constructed. The ionisation test is a much simpler test than the test that's given in the write-up. But unfortunately, a person has to be in fairly good case shape to use the ionisation test. So anyone that had been at Level 5 for a while, they can use it.

And the idea of putting postulates into a mass is real to them that they can use the ionisation test. Prior to that they must use the test given in the write-up, to actually judge if the 'To Blank' leg of the package to be tested is opposed to the 'To be Known' leg of the basic package. They have to just think about that.

Well, it's a valid test, it's a good test. It got me by, it saved my life, that test did. It's a good test. But the ionisation test is a better test. But, again, it's not available, and it's not available to the person, until the person's well into Level 5. It's not a technical failure, this, again. It's only because of the rather poor case shape of human beings.

If human beings in our society in the last two thousand years had spent more time dealing with the mind and researching the subject of the human mind, and less time researching black boxes and so forth out that way, we would already have a large body of knowledge of the human psyche extend on the planet. And people would be in better case shape and these things would've been much easier, you see? But we haven't got that. We've got a society that's quietly going mad, or noisily going mad, and they need psychotherapy. They need therapy. They don't believe they need it, but they do. They sure as hell need it.

There's no quick fixes over that way; they ran out of quick fixes over that way. And their survival is dependent upon their sanity - it always has been. Their survival is dependent upon their sanity. And our society is not becoming more sane, it's becoming less sane.

The other morning I heard on the radio there, I heard - they were talking about American society, and the chap he said that one thing about the Americans, he said… he said there they are, he said they've got… two per cent of the American population are winning, and they're all billionaires; the other ninety-eight per cent of the society are losers and they haven't got much at all, he says, and the whole society are armed to the teeth.

Now, he said, what the Yanks can't see is that that's a recipe for disaster. Well, the man who said that is quite right. But the Yanks can't see it. They still persist on running their society on the basis of two per cent winners, ninety-eight per cent losers and everyone carrying a gun. Well, it's a recipe for disaster. You see that?

But only if you're sane can you see it. If you happen to be fixated into the goals 'to exploit' and the goals 'to profit' - and they're all un-erasable goals - if you happen to be fixated on those goals, like the Yanks are, then you'll never get your society straight, you see. The society just runs itself into the ground. They can't see it, but people standing off and looking at America can see the faults of America, but the Americans can't.

You know, they have violent riots in their towns. In Los Angeles they have riots, you know. It didn't do anything for them. All it meant was that they had to get down and photograph the riots and get the riots on the TV screen so everyone could see the riots, they could all stand around and say how bad it all was. But it never occurred to them that that was a signal to do something about their society. No, it's quite unreal to them. The only thing they understand is their postulates of their un-erasable goals packages that they're stuck in: they got to make a profit, they got to exploit, you see? They're stuck in it. They can't get out of it, can't look outside of it.

Which is the awful thing about the person getting stuck in an un-erasable goals package. The dreadful thing is that the person can't think outside of it in the end. They get stuck into it. They're so stuck in the un-erasable goals package, and it's killing them. And they can't stop killing themselves.

It's like the alcoholic who's drinking himself to death. He's on the same skid - he's on the same skid row. He can't stop drinking. Yet the drink is killing him. Yet he can't stop drinking. Well, that's a perfectly good analogy of a person who's stuck dramatizing, and stuck in the legs of an un-erasable goals package.

The goals package is killing him, but he's totally addicted to this way of life, he's totally addicted to the legs of this goals package, and he can't get out of it. Even if you show him a way out, he can't get out. He can't get out of it. His only way out of it is to dig himself out with something like TROM, and get himself out that way. He sees enough people around him digging themselves out of their problems using TROM and eventually he'll try it, too.

And he realises that it does work: he doesn't have to do it this way, he doesn't have to be in this goals package which is killing him. You see that? Now that's the philosophy of TROM.

On an educational basis, we simply have to discover the un-erasable goals packages, and we simply educate children, school, tell them that… and give them the technical reasons why, that you can't get involved in this activity. It's no good - tell the kids - it's no good going around and hating; no good going around and destroying; it's no good going around and exploiting; it's no good going around and profiting.

All these are un-erasable things; they'll kill you. We can't run a society that way. And we can prove it. And here it is - teacher writes it all up on the blackboard. He teaches them TROM. There it all is. The children can test it in their own minds, and see it's all there. You see that? There's the philosophy on an educational level.

You could teach this to people. It could be taught at schools. Then our society would start to come off it. See, at the moment we're like the person who believes in Axiom 31. We live in a society where people don't believe there's any - that they believe that just goodness and badness are a matter of opinion. They don't believe there's such things as dangerous activities that lead to the graveyard - except the most obvious things, like shooting yourself or jumping off a cliff, and everyone knows that they're harmful. But they don't - the businessman doesn't realise how harmful his goal to exploit is, which is the basis of his business activity.

I mean business, as it's run in our society at this time - and Christ, business doesn't have to be run this way - but business is run on the basis that the bottom line of business is to make a profit. And profit is achieved by exploitation.

That's the way it's run on this planet in the western society, western world at this time. They call that business. It's a strange and peculiar variation on this subject of business: it's based upon those two postulates of profit and exploitation. The bottom line is profit, and profit is achieved by exploitation. And both of those goals packages are un-erasable.

Now, it's not immediately obvious to a businessman that the problems in his life are brought about by the fact that he's operating upon un-erasable goals packages. It's insidious; very insidious. It's only as his life progresses that he realises that there's something wrong with his life.

And he can't see what it is. He doesn't know enough about life. He doesn't know about the goals packages. He doesn't know that the purposes he's running on are non-life purposes. He doesn't know enough about life. He doesn't know TROM. If he knew TROM he wouldn't do it. He'd rather - you know, he'd do anything but do what he's doing. He'll realise the insidiousness of it, the danger of it, the awfulness of what he's working himself into. And so his health collapses after a number of years, you know. His life falls apart. You know, it all comes apart 'round his ears. And he becomes an alcoholic, and he takes up drugs, he tries everything to try to make his life bearable. And it just gets worse and worse and worse. It never occurs to him. He can't put his finger on it.

The trouble is that he's - all his troubles stem from the fact that he's basing his life upon profit and exploitation. And they're un-erasable goals packages, they're non-life activities. The longer he

persists with them the more he's killing himself. All he's got to do is stop doing those two things, if they're the things he's doing. He's only got to stop doing them and his life will start to improve immediately. You see that? But he can't see that. You can't tell him; because his got a whole mass of rationalisations and justifications for his activity, you see that: for his life, for his profit and his exploitation and his business. You see? It's all heavily screened, and it's all built into his psyche. And he's got a thousand reasons why, and a thousand justifications for everything he does - even though everything he does is killing him.

That's the problem when the person is in to an un-erasable goals package. Now that's what we're up against… we're now talking about the philosophy of TROM. This is the philosophy of TROM. What we've got to do - people have got to understand this. They won't really understand till they get to Level 5 that it gets so awfully real to them, so terribly real.

They realise that all the awful thing… I mean, when I got to it, it hit me. I realised that all the terrible things that… when my life fell apart, all the times when my life ever fell apart was when I got involved with un-erasable goals packages. While I was engaged with erasable goals packages it was good roads and good weather. Life was fun, life was joy. Life was joy. Life is a joy.

But every time I got involved with un-erasable goals packages and got into those, life became serious, dull, apathetic, miserable, black, apathy, you name it. It all fell apart. You see that? That's what happened to people. And that's what's happening to our planet.

We have the technology in TROM to do something about it. We have the philosophy to do something about it. And the philosophy lies in Level 5 - the subject of the erasable and un-erasable goals packages.

Because these are the purposes of life; all of these goals packages consist as purposes, and life only consists of purposes. Life as we understand it - it's just life and purposes, you see. There's nothing else in this universe but life and purposes. There's the life purposes and there's the non-life purposes at the highest level.

And you can play the game of life forever, with great fun and great enjoyment, as long as you stay on the life purposes. But once you get off the life purposes and get into the non-life purposes, which is the un-erasable goals packages, you're on the slippery slope to the graveyard.

Now, that is important. There couldn't be any more important data to our society than this data I'm giving you. It's all there in TROM. It's all there at Level 5A and Level 5B in the subject of the erasable and the un-erasable goals packages.

It's such a simple datum. It's such a great simplicity. But it leads - when it's applied, it's the difference between a society that's rational and sane and can flourish or a society that is eventually going to destroy itself. It's that difference. It's that important.

Our society at the moment on this planet is sliding further and further into the un-erasable goals packages. Life is becoming more and more desperate, more and more desperate. You can point your finger at any number of causes of this. You can say it's because of the decline of religion, the decline of Christianity - yes, that might be a part of it. It's because of the rising birth rate and that we've got too many people on this planet - yes, that's a part of it. It can be due to this, it can be lack of food, it can be due to any number of things. It could due to the holes in the ozone layer - yes, that can be a part of it. Declining number of fish in the sea - yes, that can be a part of it.

All these things can be a part of the problem. But essentially, what we have, in effect, is that mankind is sliding more and more into un-erasable goals packages, he's basing his life upon un-erasable goals packages. And these are non-survival, they're non-life goals packages, and they're going to destroy him and destroy the society in which he lives.

He's got to have to stop doing it. When he stops doing it life will improve. You see that? He doesn't have to - the first thing he has to solve is get his purposes right, get the purposes right. Then he can get the environment right. Mankind always tries to do it backwards. He tries to - he always goes in for the fix over that way.

He says, "Well, I can be sane and rational, but I've got to get the environment fixed up first." No-no, no-no, no, you don't have to fix up the environment to become sane. You can become sane without fixing the environment. You only need to apply a workable psychotherapy and you can become sane. And you don't have to fix the environment in order to apply a workable psychotherapy.

Anyone can sit down and use TROM, without having to go and fix up the environment. You see that? It's just a… mankind is the great expert of solving problems over that way, but he never looks inwards. This is the weakness of the ape, the human ape, is that he's a cheerful little extrovert, you might say. He's always looking over that way and solving, it's a business of black boxes, solving problems, solving technical problems over that way.

And he says, "We can get all these problems solved, and all these labour saving devices, and get all these computers going, and marvellous things going, and we solve this, we solve that, and life will get easy and everyone will be happy, and everyone will be fine, and the society will run beautifully." And it doesn't work. It doesn't work.

The more he solves over that way the worse his society's getting. This is because - this is only because he's totally neglecting the inner world, the world of the postulates. He doesn't know about those. He's never been interested in those. He doesn't know about these things. And they're catching up with him. You see? That's what is happening to our society.

He can solve the problem; it can be solved. It is solvable, by simply addressing the problem in terms of the postulates. It's not too late to do that. It's never too late to do it. You can always

change your mind about a postulate, you see. It's never too late to change your mind. See that? It can always work with a postulate.

So there is the philosophy of TROM. This is the philosophy that differentiates TROM from Scientology. It all boils down to this subject of the first part of Axiom 31 of Scientology, doesn't it? It all gets round to that first bit. There is such a thing as good behaviour, and there is such a thing - sorry... There is such a thing as goodness, and there is such a thing as badness.

There is such a thing as a dangerous postulate in this universe; there is such a thing as a non-dangerous postulate; there's such a thing as a life postulate; there's such a thing as a non-life postulate. That is the message of TROM. And that is the basic philosophy of TROM - is to be found in the goals packages of Level 5.

Now this material can be expanded out enormously by people. I won't be able to do this, to carry on the full ramifications of the expansion of this material. I'm going to rely upon others to complete this work. But it only needs a few to grab this material and run with it – younger men than me, younger people than me – to grab this material and run with it.

And it's still not too late. We can do something about this, do something about this planet. We have the data now in the upper Levels of TROM to do something about it. And it's never too late to start doing it. Well, that's all I want to say on the subject of the philosophy of TROM.

Thank you very much.

End of tape

Upper Level : Tape 0 – The Loop

6th April, 1994

The Possible, The Impossible and the Postulate

Well, I see we got some space left on this tape and decided to usefully fill it and introduce you to a piece of information called the loop. Now the loop is a piece of information which gives the relationship between a postulate and what that postulate permits to be possible and what that postulate permits to be impossible.

Now the first thing you should know about the loop is that it is not peculiar to this universe, it is a general principle that will be applicable to any universe. But it is certainly applicable to this universe. Now what it amounts to is this; if you have a postulate you can deduce from the postulate what is possible in the universe in terms of that postulate and knowing what is possible in terms of that postulate in the universe you can deduce what is impossible in the universe in terms of that postulate, and, knowing what is impossible in terms of that postulate in the universe you can deduce the postulate.

So it is a loop, it is like having 'a', 'b' and 'c' and if you know 'a' you can deduce 'b ', and if you know 'b ' you can deduce 'c ' and if you know 'c ' you can deduce 'a ', you've got the loop. It is like a snake going round and being connected up, the tail end of the snake is connected up to the mouth of the snake. The whole thing is connected up in a circle and that is why we call it a loop.

Now it is very easy to prove logically that when we have a situation like that where 'b' is a valid deduction from 'a' and 'c' is a valid deduction from 'b' and 'a' is a valid deduction from 'c' that 'a' and 'b' and 'c' are all identical to each other.

In other words 'a' equals 'b' equals 'c' equals 'a' (a=b=c=a), the whole lot are identical to one and another. It is very easy to prove this logically, I won't bother to prove it on this tape; you can find the proof in any logical text book. It is an easy proof.

Now I will give you a very simple example of this. Let's consider a particular loop, let's say that we entered a particular loop, we discover that 'all crows are birds'. Now that is the relationship, that's the postulate; 'all crows are birds'.

Now from this we can quite validly deduce that it is impossible for the class of creatures that are crows and non-birds to exist, so that is our first deduction, we have now deduced the impossible, what that postulate 'all crows are birds' makes impossible in our universe, you see.

Knowing that this class of creatures that are both crows and non-birds doesn't exist in the universe, that the postulate has made impossible, we can now deduce what is possible in the universe in terms of this postulate.

Well that turns out to be: we can either have birds in the universe or non-crows in the universe, or we can have both, that tells us what is possible in terms of our postulate. Now in that particular example we have not really learned an awful lot, but let's get very fundamental, let's take a very basic postulate in this particular universe that we all inhabit.

We know in this universe that 'a thing cannot both exist and not exist simultaneously'. We know that, we call that the law of the impossible in the universe. I have already mentioned that. This was on an earlier supplementary lecture, that this is a valid deduction from the basic law upon which this universe is constructed, this idea that 'a thing cannot both exist and not exist simultaneously'.

So here we have an element in a loop, you say "Ah we recognise this as an element of a loop." You say, "Ok let's find the rest of the loop." There are two more elements in this loop. Let's find the rest of the elements of the loop.

Ok, now we got the impossible, we should be able now to easily deduce what is possible. Yes? Well, what is possible in this universe is that 'a thing either exists or it doesn't exist', that is possible, that exhausts the possibilities.

So now we have the impossible, 'a thing cannot both exist and not exist simultaneously', that is the law of the impossible, now we have the law of the possible that a 'thing either exists or it doesn't exist'.

All right now that is two out of the three members of the loop. Well what is the third member of the loop? The postulate here is that let X be the thing that exists, if the thing exists we call it X, well X equals X, if X equals X, that is the 3rd part of the loop.

[Note: The three parts of the loop are, The Possible – a thing either exists or it doesn't exist. The Impossible – a thing cannot both exist and not exist simultaneously. The Postulate (Identity) – a thing is itself X=X]

Now each element of the 3 elements in the loop is identical to the other 2 elements. All parts of the loop are identical to the remainder of the loop. This identification is not a false identification, it is a true identification.

The postulate that X equals X, obviously is true in this universe. All X's are X's, there is no doubt about that, all cats are cats and all kings are kings and all coal heavers are coal heavers, all X's are X's is true.

But what isn't immediately obvious is to say that X cannot both exist and not exist simultaneously is just another way of saying that X equals X. Now that isn't obvious is it? But it is true, because of the loop. When we say that X equals X, another way of saying X equals X is to say that X cannot both exist and not exist simultaneously and another way to say that X equals X or to say that X cannot both exist and not exist simultaneously is to say that X either exists or it doesn't exist.

So again you see, now we are into something useful, aren't we? Now we are really discovering something, it is not obvious that those 3 expressions are actually meaning the same thing, are simply different ways of saying the same thing, but it is so, I can assure you because of the identification in the loop, and the fact that the identification is a true identification.

Now this loop will appear in another lecture. I mentioned that at this stage we won't be using it, I won't be discussing the loop any further at this stage, but the loop will appear in a later supplementary lecture when we take up the subject of the anatomy of insanity, we will find this loop turning up again. So you see, you will discover that it does have some tremendous practical uses this does, but I am giving it to you at this stage, partly to fill up this little blank on this tape that we have here, and also to give you some time to think about it, to get your mind wrapped around this idea of this connection between a postulate and the subject of the possible and the subject of the impossible.

To see that there is a very real connection between these 3 things, which is true in all universes. To give you some time to prepare your mind for this idea. Ok, that is all I want to say on the subject, I better get off the subject now before this tape runs off the end of the spool.

End of tape

Level 5C : Tape 12 – The Game Strategy

10th May, 1994

Ok, and I want to talk about one of the more fascinating of the mental mechanisms. This is the subject of the game strategy. We usually use the abbreviations for game strategy and call it a GS. The GS is a fundamental mental mechanism. So therefore, as you work through the practical exercises.

You'll come across it piecemeal and if you hear this tape it will put the whole picture together for you. You'll understand what you're dealing with. Eventually, of course, you would put the whole thing together for yourself. You would understand the mechanism.

Anyone who's worked solo for a while or even with other people will recognise this mechanism.

They may have come across it in therapy, piecemeal, bits here, bits there but I think they'll find that when they hear this talk on the subject it'll put all the ends together for them and they'll understand the mechanism in total, the mechanism of the game strategy. The GS.

The Two Methods to Win Games

There are in life, and there are in life and livingness only, in fact two ways to win a game. The first method is the direct power of postulate method. The use of the direct postulate. One simply goes out, meets the opponent head on and crashes through his postulate with yours and drives him into overwhelm. That is the direct postulate method of winning games. That's method number one.

That has got nothing to do with game strategies. That is not a strategy. That is simply going out and winning games by direct power of postulate. So that's got nothing to do with game strategies.

But the second method is the method of winning games by the use of a game strategy. So we define a game strategy as:

a method of winning games below the use of a direct postulate

Give it to you again; A game strategy is a method of winning a game below the level of a direct postulate.

Now very clearly this is a vast field. This is a vast field, so what we need to do is to define our game strategy, is to put the limits to the field that we're looking at and until we've defined it we'll be at sea. It's not a particularly easy one to define, a game strategy, because of its broad application. But when you examine the following I think you'll find that it does cover the subject of the game strategy. I found no exception to this definition. It's, as far as I'm concerned, a complete definition of a game strategy.

Game Strategy Defined

Right, here we go, a game strategy:

In order to be a game strategy a thing

1. must be a fixed solution to a problem
2. must generate game sensation
3. must be kept secret from the opponent or he or she will counter it with ease
4. must be known to work by having been successfully used by self on others and by others on self

That is the end of the definition. If a thing possesses all of those four qualities it definitely is a game strategy. If it only possesses one or two or less than four of those things it may or may not be a game strategy. It may be one and you simply haven't found all of it. But certainly, if you find something in your mind that possesses all of those four qualities it is a game strategy and all game strategies possess all four of those qualities, so it is a definition.

Now there's two more; numbers five and number six. These aren't a part of the definition but they are qualities of the GS, and if you know them they'll help you in your understanding. That the GS is an overt act and is therefore culpable. That's number five.

Number six, exposure of a GS always produces shame. I think when you examine the foregoing that you will find that they're necessary and sufficient conditions for the understanding of this mental mechanism called the games strategy. The GS.

Number 1 : Fixed Solution

And now we'd better go ahead and start expanding this material to get an understanding of it. The easiest way to get the understanding is to go through the definition bit by bit. Now we'll start off with number one, it must be a fixed solution to a problem. Well, yes, the GS must be a fixed solution to the problem.

Well what is the problem? Well the problem is how to win the game below the level of the direct postulate. Well there may be a number of reasons why a person can't use a direct postulate. They may have insufficient power of postulate to win the game or they may have sufficient power of postulate but winning that game is against the law, so they can't win it by power of postulate. You

see that? But, never the less, they may have a desire to win that game but they can't use direct power of postulate because the society inhibits the use of that power of postulate. So they mustn't use it, so then they have to go into the games strategy.

So it's always a fixed solution to a problem. It's a solution to a problem, and it's a fixed solution to the problem. Note that word, "fixed solution", in the earlier part of the supplementary lectures I talked very lengthily about the subject of the fixed solution and I'm not going to talk about it on this tape. I'm not going to cover that material again.

The subject of the fixed solution is very germane to this subject of the game strategy but it is a separate piece of technology and I refer you to the earlier tape.

[The fixed solution is presented in: Level 5 : Tape 2 – Dissociation, see the table of contents]

So the game strategy is a fixed solution to a problem. It's always a fixed solution. Like all fixed solutions it may eventually become a problem in its own right but that comes later in the cycle. It's always a fixed solution, even when it's a problem it's still a fixed solution. It's always a fixed solution to a problem. So much for number one.

Number 2 : Generates Game Sensation

It must generate game sensation. That is absolutely fundamental again. It's got to generate game sensation. The application of the game strategy has got to win the game, you see, or at least it's got to produce some game sensation or show a semblance of winning the game, otherwise the thing is useless.

So a part of the game strategy is that it must generate game sensation. If this activity you have in mind doesn't generate game sensation then I can assure you that it's not a game strategy. It's not a game strategy. It must generate game sensation. There must be some sensation generated by this activity, this behaviour pattern.

Number 3 : Secrecy

All right so much for that, now number three. It must be kept secret from the opponent or he or she will counter it with ease. That's number three. It must be kept secret from the opponent. Well this is obvious on first principles. If the person could win the game by direct power of postulate they wouldn't need the game strategy and the game strategy will only work when it's kept secret from the opponent.

Now bear that in mind it must be kept secret from the opponent or he or she will counter it with ease. Now this poses an interesting thing, this air of secrecy about the game strategy infects the whole subject of the game strategy. The game strategy starts off by being a secret and it's always

a secret. It can be so secret that it becomes even a secret from the person whose using it. He forgets why he is using it after a while it's so secret. You know?

It not only must be kept secret from the opponent but it ends up being kept a secret from him too. He finds himself in a compulsive behaviour where he's lost contact with why he's doing it. So this is a definite part of the pattern, is this secrecy.

So in terms of our 'To Know' goals package, the postulate structure of the GS would be that it's a 'Must be Known' to self. At least early in the cycle it 'Must be Known' to self but it 'Must Not be Known' to the opponent. See, it's a 'Must be Known' to self but 'Mustn't be Known' to the opponent. That's the postulate structure of it.

And this throws a very strange complexion on the subject of the game strategy, very strange complexion. It's almost paradoxical, the game strategy is, and that's why it's not easy for researchers to cobble all the little bits together.

I mean, Ron Hubbard in Scientology, he had various parts of the game strategy. He knew various bits of the game strategy but he never put the whole thing together and called it a game strategy. He had bits and it was the secrecy part of it that was beating him all the time.

It eluded me for a long while until I began to understand it, but the game strategy as a strategy is an existence, so as an existence it's a 'be Known', it's a 'be Known'. But a part of its strategy is that it 'Mustn't be Known' to the opponent. So it's got this 'be Not Known' component to it.

So as far as the person is concerned, he can know the strategy but it 'Mustn't be Known' to the opponent otherwise it's useless. The opponent can counter it with ease. So it's got this double edged effect. Do you get that? It's a 'be Known' it's an existence but at the same time it 'Mustn't be Known' to the opponent and so there's a secrecy component in it and this holds it in suspension in the mind. This is why it doesn't easily erase. Why it's very difficult to handle in routine therapy.

The game strategy construction is an analytical construction, it is not a reactive construction. In other words it's not a reactive thing; it's a thing of the analytical mind. It's a thing that a person cobbled together themselves. So you must understand that about it. It's not something which has its genesis in the reactive bank. It is something which has its genesis in the analytical mind of the individual, who has a need to win games and creates the game strategy in order to win the game.

Tackled at Level 5C as an Existence

So if you understood the whole of a particular game strategy and got all the bits of it together and could see it in terms of a series of postulates or a one to one postulate, or as a pattern of behaviour and could wrap it all up, this game strategy could be made the subject of the 'To Know' goals package at Level 5C.

It is an existence in its own right, the whole thing is an existence and it is erasable at Level 5C as an existence. You must never forget that. That it is an existence and it therefore is a junior universe and therefore is erasable at Level 5C.

But you've got to understand for any particular game strategy you've got to get all the bits out before you can do that. You've got to get it all out. That's why I'm giving you this data to help you get it all out. So it must be kept secret from the opponent or he or she will oppose it with ease. That's number three.

Number 4 : Must Be Known to Work

Now number four. It must be known to work by having been successfully used by self on others and by others on self. Now this number four gives us the genesis of the game strategy. This tells us where the person got the game strategy from.

99.9% of game strategies you will come across in the psyche have their origins in childhood. The game strategy might not have been fully developed in childhood. It might not have been until adolescence or later life that the thing became a fully fledged game strategy in the persons psyche but the origins of it are in childhood.

The idea of a particular game strategy, the seeds of it, always come from this fact, that the strategy has been used successfully on them. The first thing that happens is somebody uses this strategy or something very similar to it on them and it works and the child realises this is a useful technique. They see this work, and they think, "Well, gee, that really worked on me" and then they start cobbling it and putting it together and start using it on someone else and they find it works on someone else.

And so then they start to use it. Then they start to put it into action, and eventually it becomes the permanent fixed solution to this problem of how to win a particular game. But its genesis is always present, there's no exceptions to this rule, the person didn't create the idea, they didn't sort of pick it out of a cloud or dream it up or anything.

Those two factors are actually present that the GS has been used on them successfully and they have successfully used the GS on others. Those things are always present on every GS and don't miss it. If you miss it you'll never get the roots from the GS out. Those two factors are always present.

This is where the person gets the conviction that it works. He has double conviction that it works because it worked on him and he's made it work on others. So he has an unshakable belief in the efficacy of his GS. What better belief could he have in the efficacy of the GS than that it's been used successfully on him and he's used it successfully on others. So he knows it works. So he puts it into action.

As you examine the GS you'll realise that there's something sneaky about every games strategy, simply because they are withheld from the opponent. There's a withhold factor in there, that the opponent is not part and parcel of what is going on. In fact, in order for the thing to work the opponent must be in the dark as to what is happening and that is an essential part of any GS. Number 3 it must be kept secret.

Number 5 : GS is an Overt Act

Now quite apart from the fact that it must be kept secret, because if the opponent discovers it, it's useless, quite apart from that, the GS is an overt act. In its own right it's an overt act. It's not considered an appreciated act it's not a loving act. Anyone who's been on the receiving end of a GS they would say that someone was committing an overt act against them, a sneaky overt act because it's not an obvious one. It's not all out in the open, it's covert. There's a covertness about the GS which makes it unpleasant, makes it very unpleasant.

So you'll find that every GS is an overt act and therefore culpable, is blameworthy. You're not supposed to have GS's in polite society you're not supposed to have them.

Now this fact produces enormous conflict in the mind of the games player. On the one hand he has the compulsion to play games and win games and there's certain games he considers that he cannot win by direct postulate, by direct power of postulate. So he has to use a game strategy in order to win them.

Number 6 : The Shame and Guilt

He has the compulsion to win them and so he has a compulsion to use the game strategy mechanism, but on the other hand every time he uses the mechanism he builds up in his mind a burden of guilt. He knows he didn't ought to be doing it, he didn't ought to be using the mechanism because the GS is an overt act and is therefore culpable. He can be blamed for doing it.

Also that the GS must be kept secret, it's got to be kept secret otherwise it doesn't work. Now you're beginning to get the pressure cooker effect on the games player here. On the one hand he considers that he must use the GS because he can't use anything else to win games.

So he's got to keep using the GS but every time he puts it into action he adds to his burden of guilt and the GS eventually becomes like a powder keg in his mind. He keeps piling up the overts every time he uses it but he daren't mention it to anyone cause their culpable acts. See it's an overt act.

You see the cleft stick the compulsive games player gets himself into by the use of the GS, the games strategy mechanism.

[Note: Cleft stick is a difficult situation: If you say that a person or organization is in a cleft stick, you mean that they are in a difficult situation which will bring them problems and harm whatever they decide to do. [British]]

He ends up with a powder keg in his mind that is getting bigger and bigger and bigger and the fuse is getting shorter and shorter and shorter, so it should come as no surprise to you to discover that the sudden exposure of a highly charged GS can produce the most violent reactions in therapy and in life that are known, and can be known.

Some of those sudden inexplicable homicides that you read about in the newspaper and hear about on TV are undoubtedly the result of a sudden exposure of a GS. For instance in a marriage situation if either the husband or the wife suddenly exposes the spouses GS and the powder keg blows, the sudden flush of shame and guilt just tears the person's mind apart explosively and they'll pick up a knife, a gun or anything and kill the other person.

The urge is to destroy the other person whose trying to break their GS because once it's exposed it's useless and so it's a destructive exposure.

The psychotherapist is aware of the mechanism. Ron Hubbard caught the flavour of this, you remember his mechanism of the "missed-missed withhold" in therapy. He caught this. He'd have preclears blow in session when a withhold was missed.

He used to say the "missed-missed withhold", you know, and the mechanism there. What he was seeing as missed withholds were really parts of game strategies and they had a powder keg type of charge on them and the preclear wasn't certain whether the auditor knew about it or whether the auditor didn't know about it.

And it was upsetting the preclear in the session and making the preclear ARC breaky and eventually the preclear would blow the session. He didn't quite know whether the auditor knew or whether the auditor didn't know about his GS.

But Ron didn't know all the factors of the GS. He knew the explosive withhold there and he introduced the mechanism of the missed withhold and the ARC break. He knew of the mechanism even though he didn't know how the powder keg produced that much charge.

Well we know why the powder keg comes about. We know the anatomy of the GS. We got the numbers 1, 2, 3 and 4. We know how it comes about and how the conflict between the need to use the GS and the need to keep it secret builds up charge.

And we know the fact that an auditor, a separate therapist can quite inadvertently blow the powder keg into view at any moment in therapy, so the preclear will either blow therapy, kill the therapist or take off to China, or do anything in that instant of the exposure of the highly charged GS.

You don't know what the persons going to do. They're an irrational being in that instant when the powder keg blows. You don't know what's going to happen. So the explosive GS exposed; never miss it. The explosive GS exposed.

Every separate therapist should thoroughly understand this mechanism. Anyone who wants to spend their life professionally as a psychotherapist should understand this mechanism and should understand the anatomy of what a game strategy is and understand it's complete anatomy so they know what happens when the preclear blows in the session. They've hit a GS.

It never happens for any other reason. It's the only reason a preclear will blow in a session. It's the only reason he gets so terribly upset and ARC broken when there no palpable reason that the auditor's done anything wrong. The sessions going along fine, there's no flub by the auditor, he's running the right process, everything's going fine, suddenly the preclear ups and blows. What happened? Well he touched the corner of a GS.

The explosive GS exposed. It's too much for the preclear. The preclear quits. The person with the GS is in an impossible position, it's culpable but he's got to keep using it because it's the only way he knows to generate the game sensation and he's got to keep generating sensation which the GS produces for him. So he's in a compulsion to use the GS because it works so he can't stop using it. It's a fixed solution to a problem, he can't stop using it. He's got to use it to generate the sensation and to win the game but on the other hand it must be kept secret. No one must know about it.

So is it any wonder that the charge builds up on the GS and that exposure of the GS in the therapy session can produce an explosive effect on the preclear. It puts him in an impossible position. The thing mustn't be exposed but it is being exposed.

It can be shattering on the individual, the sudden exposure of a game strategy. So bear that in mind, the power of the mechanism. I'm not talking about patty-cakes here. I'm talking about sheer mental charge here man, the real charge in the mind is in the field of GS's. You'll find more charge on this subject of game strategies than you'll find on any other aspect of the human psyche. The sheer charge, the powder keg there. Man it's quite incredible, quite incredible.

Running Solo

Of course, when a person's running solo they don't have any trouble, do they? There they are both the therapist and the patient. They're both. They are the auditor and the preclear. So there's no charge. So they can examine their GS's in peace and quiet without any charge at all. Without any explosive charge, they'll feel the emotions of the shame if there was any time when their GS was partially exposed or they thought they might be exposed, they will feel the shame. And they'll feel the guilt, the pile of guilt on their GS, they'll feel all that and they'll be aware of the powder keg, and they can take the thing apart but it will not blow when they are running solo.

It can't blow because there is no exposure. The person who is erasing the GS is the owner of the GS. You can take your own GS's apart in absolute safety, there's going to be no homicides, you're not going to end up shooting yourself, I can assure you, there's no homicide, the powder keg never explodes. It just dissolves and finally it vanishes.

Now the subject of GS's is very broad. I'm not even going to attempt to give you an example of a GS. I'm not going to even attempt it because the subject is just too broad, but I've given you the definitions and there's 1, 2, 3 and 4. If it fits 1, 2, 3 and 4 then it's a GS and there's the two subsidiaries number 5 and number 6.

If you know that about it, it's a GS.

Therapy for GS's

Now I will tell you how you handle them in therapy.

Commonly what happens with a GS is that you become more and more aware of it as therapy progresses. That you become aware of this bit here and there's a bit there then you start to put the behaviour together and recognise a pattern. The person may be doing it quite unconsciously. Like all fixed solutions, eventually they are below the conscious awareness of the person.

But as the therapy proceeds the person will become more and more aware of this behaviour and then they start to think, "Well there's a GS" and then they start to put the bits together and they get 1, 2. It fits 1, it fits 2 and it fits 3, "My God it fits 4. God it's a GS." You see?

Now they can start looking at it, and say, "Well now, this is interesting, I've got a GS." He didn't know he had one. What can he do about it. Well he should proceed on with the ordinary therapy. He should proceed on with the ordinary therapy right until the point where he gets to Level 5C. That is the place where you would address a GS if you wanted to address it particularly, this particular thing, you could address it at Level 5C.

They are not amenable to addressing as a specific entity prior to Level 5C and that is the place where you would address them if you wanted to address them. And the GS is addressed just like you would address any other junior universe at Level 5C. There's no difference. There's no difference and they come apart like a lamb at Level 5C, they do.

There's no trouble at all. What would you do at Level 5C? You get to a point eventually where you know all about the GS, you know about the 1, 2, 3, 4, 5, 6 you've got the lot. You know everything there is to know about this GS in your psyche.

Classify the GS as a Person / Identity at Level 5C

Then what you do is you classify it as a universe. You classify it as an entity. You just classify it as a person, an identity that has these characteristics, desires to put this GS into action, there. Get the idea? You're simply classifying the thing as an entity. You're imagining an entity in your mind that is putting this GS into action.

Now I realise that this is a bit of compartmentalisation, but it's quite safe to do it this late in therapy, no harm will come of you. No danger of compartmentalising your mind this late in therapy. You're not going to go schizophrenic I can assure you. There's no danger. No danger to it. I wouldn't recommend you play around with this at Level 2 or Level 3, but at Level 5C there's such a little charge left on the mind that it's quite safe to do it.

So you sort of imagine an entity who has a fixed urge to put this GS into action and you specify each part of the GS in the entity in words.

To give you an example, it might be with a ridiculous example. A catfish trapper might be the sort of thing you'd end up with. This would be the identity you're dealing with. A catfish trapper, someone who's got a GS which compulsively traps catfish. You see?

Well then you simply take the catfish trapper and make that identity the subject matter of the 'To Know' goals package at Level 5C and proceed to erase.

If it Won't Erase

Now if the identity doesn't erase, we know why it doesn't erase. There's only one reason why it won't erase this late in therapy and that is that there are purposes associated with the identity which have to do with junior goals packages at Level 5B, so you'd have to look at this.

Maybe the word trap, you'd have to say, "Well all right, a catfish trapper traps. Well the goal 'To trap' is un-erasable so you'd have to find an erasable goal wherein the goal 'To trap' is located. Well the goal 'To Free' contains the goal 'To trap' in its negative legs so you'd have to then sit down and erase the goal 'To Free'. See that?

Then having erased that, you go back and check the general 'To Know' goals package. Then you go back to Level 5C and pick up your catfish trapper again and go ahead with your erasure at Level 5C. You follow that? In other words, it's a standard erasure of the junior universe, there.

You're not doing anything special. All this I've explained before. It's all in the write up of how to do it, of how you handle a junior universe at Level 5C. You're treating it routinely as a junior universe at Level 5C. But you need to specify it, to get it into words. Don't just have it as an airy idea in your mind, get down to the nitty-gritty. What is this identity doing? Well he's a catfish trapper that sums him up, he's a catfish trapper. That's all he does. That's necessary and sufficient to describe him. Then you can use him; then you can use him in therapy.

Until you've got him specified, got him nailed down in words you won't get any success at Level 5C. While it's just an airy-fairy thing in your mind you'll just flounder. But soon as you can get the junior universe specified and named at Level 5C then you can proceed with the erasure.

Now so help me, there's no more to the erasure of the GS at Level 5C than that. The vast majority of the charge on the GS comes off before you get to Level 5C, you're only dealing with the last 2 or 3% of charge this late in therapy. All the rest of the charge has come off in the preceding therapy steps. So don't expect to see any fireworks at Level 5C.

The thing will erase like a lamb. Come across quite easily. But I'll tell you something quite interesting, the 'To Know' goals package will not erase, the general 'To Know' goals package will not erase in therapy while you have some outstanding GS's still running in your life. You've got to get rid of these GS's before the general 'To Know' goals package will erase.

So that is the general rule there. Remember the general rule when you get to Level 5, top of Level 5B if that 'To Know' package won't erase then the only thing that could be preventing the erasure is a junior universe, which caused us to invent Level 5C in the first place.

So it's quite consistent with our rules that the ongoing GS in the psyche, un-erased, can and will prevent the erasure of the general to know goals package at Level 5A and prevent the completion of Level 5.

So it's a particular type of junior universe, a particular nasty and insidious type of junior universe, but that is all the GS is. You'll find it's a junior universe. But it has those particular qualities and you'll have a lot of fun with the GS's till you finally tame them and come to grips with them and to understand them. They are more common than you think.

You've got more than one. Everyone has more than one, but your first one will be the toughest. When you've got that one erased the second one's easier because you know what to look for. You know the breed of cat. And after you've done 2 or 3 of them the rest will go by inspection, you won't have to do anything, you'll just have to think about them and they will blow.

They'll fall apart. So that's the subject of the GS. It's a fascinating subject, absolutely fascinating. Ron Hubbard never got all of it. He got nearly every part of the GS except the whole mechanism; he never put it all together and understood the mechanism exactly as we've got it here in TROM.

But there's the mechanism and I wish you good luck with its resolution.

End of tape

Level 5C : Tape 13 – The Compulsion to Move

10th May, 1994

Today is the 10th of May 1994, the same date as the lecture on the other side of this tape and I want to talk to you about what is undoubtedly the most puzzling of all the mental mechanisms. It is not only the most puzzling but is also evidently the one that's least understood.

There is not even a word in the English language which gets close to describing the mechanism. Yet the mechanism is very common; causes considerable stress to every games player, particularly compulsive games players who are highly trained to the mechanism and under certain circumstances the game loss that the mechanism can bring about can ruin a person's life.

Although on the other end of the spectrum the game loss can be quite trivial, but never the less there's a broad spectrum of possible game loss associated with the mechanism. So it's far from a trivial mechanism. When I first discovered this mechanism in my own psyche during my own research I started to hunt up my psychology books and general reference books and I could find absolutely no trace of this mechanism.

Zugzwang

And I was hard put upon to find a title that would describe the mechanism till I remembered that the mechanism occurred in the game of chess. The noble game of chess contains this mechanism, and in chess the mechanism is called ‘Zugzwang’. So we will adopt that title and use the word zugzwang to describe this mental mechanism.

The word zugzwang is a German word and the word zugzwang in German describes the mechanism exactly as it occurs in the game of chess. The translation of the German word zugzwang means "the compulsion to move." Although the translation of this word is not an exact description of the mental mechanism it's close enough for our purposes.

So we will call this mental mechanism 'zugzwang.' It's as good a name as any and better than most. I'd better start off by explaining how the mechanism occurs in the game of chess. What is zugzwang in chess? Well zugzwang occurs in chess when a player although it's his move and his position is quite sound, any move he makes is a bad move and will lead to inevitable game loss.

However, one of the rules of chess says that the player, when it is his turn to move, he must make a move or he will forfeit the game by violation of the rules of chess. So the unfortunate player in zugzwang is faced with two losing game options. He either makes a move and loses the game by

making a bad move or he loses the game by not making a bad move, and loses the game by breach of the rules of chess.

So to celebrate that they call the mechanism zugzwang in chess, which means literally the compulsion to move. The player is beaten by the compulsion to move. Even in the game of chess we see this quality that is reflected in the life game that the player is under no particular threat and yet suddenly because of this compulsion to move he loses the game. And similarly in life the player can be jogging along in games play, everything seems to be going well, when suddenly an event occurs. The next moment, he's facing a situation, he's in zugzwang.

He hits a zugzwang situation and immediately goes into game loss. And it can be tremendously puzzling to the player because he just doesn't know what went on, what's happening. He's not under a tremendous duress from the opponent. He's not under tremendous duress from the universe, but because of the particular circumstances that occur game loss is inevitable. And that's the situation he finds himself in. It's a most puzzling situation.

What makes it particularly upsetting for the games player is that he can't really blame anyone for the zugzwang. He doesn't know quite how he got overwhelmed, how he lost the game, because he's under no particular duress from anyone. And it's just because of the particular circumstances he finds himself in that he goes into game loss.

So psychologically the mechanism hangs fire on the time track. Nearly anyone who's been zugzwanged in life, and most people have, you'll find that the incident will sit there as a great puzzlement. They just don't know how it happened. They don't know quite what happened. They don't understand the mechanism of what happened to them and the unfortunate thing is that they don't understand what happened in the incident.

The incident contains a 'Not be Known', it contains a mystery and while the incident contains a mystery it won't erase. And while the incident won't erase, of course, the 'To Know' goals package won't erase. You can't erase the 'To Know' goals package in the presence of mysteries, you see. So the whole of Level 5 can be prevented from completing because of a zugzwang incident sitting on a person's track.

This is why I'm mentioning the mechanism; I have to mention it to you because you may need this data to get it apart. You may get the incident apart and discover it all for yourself. A person could do this like I discovered the mechanism in my own research, but never the less, this tape would be helpful to you, particularly if you'd tried and tried and tried and then despaired. Well this tape would then solve it for you, because I do understand the exact anatomy of zugzwang and the solution to zugzwang does occur. I do explain it in this tape. Now without more ado I think the best approach would be to give an immediate example from life of zugzwang.

Zugzwang Example

A wealthy businessman decided that he'd like to engage upon a little tax evasion and so he writes on his tax return form that he's made a large donation to a well known charity, when in fact, of course, he hasn't. And completes the tax return and sends it off to the tax office and thinks no more about it. A few weeks later he gets a telephone call from the charity thanking him very much for his donation and asking him when they can expect a check.

Now granting only that this businessman regards any unnecessary expenditure of money to the tax office or to the charity as a game loss, granting that, granting that and only granting that, then the man is zugzwanged. Now let's examine this situation.

First off it is quite clear what has happened. That he sent his tax return in and because there's such a large amount of money involved in the donation to the charity that the tax office had contacted the charity and asked if it's true that he has made this donation to the charity.

The charity upon receiving this information from the tax office said to the tax office, "We'll investigate, hang on, we'll let you know" and have thought to themselves, "Right, well... we can get a good donation here."

So they're very hopeful and they immediately contact the businessman and work on the assumption that he's made this donation and they just simply want to know when they can expect to get the check. See? So they're hopeful and the tax office is simply doing their job.

Now that's how the situation came about, quite clearly. Now when we examine this situation we see that the businessman isn't under any tremendous duress here, is he? There's no overwhelming force being directed against him, yet his game loss is inevitable. What could he do?

Well the first thing that he could do is pay the charity the amount that he said he would pay them in his tax return. He pays the charity. The charity then report back to the tax office that they've received the check from the businessman and that satisfies the tax office, and so they're happy. And the charity is happy, the tax office is happy but the man has lost the game because he's now paid, in his own mind, an unnecessary expenditure of money to the charity, so he suffered game loss. So that's one option.

The other option he can make is to not pay the charity, but if he doesn't pay the charity, the charity are bound to report back to the tax offices that they've received no donation from this businessman to their charity in that financial year. Now because of the large amount of money involved on the tax return the tax office is bound to take some action on this and they will fine the man for forwarding a false tax return. So again, he suffers game loss here; he's now paying out unnecessary money to the tax office.

So if he pays the charity he loses the game and if he doesn't pay the charity then he has to pay the tax office and again he loses the game, so either way he's going to lose the game.

So we say he's zugzwanged and the game loss is inevitable. Now I could give you many more examples of zugzwang but I won't do so because that example is quite sufficient for our purposes and is a good typical example of zugzwang. Not every zugzwang contains an intent on the part of the game player to break the law or do anything untoward but, never the less, that example is quite typical, quite typical of the zugzwang situation.

Game Loss is Inevitable

Now the first thing we must understand about zugzwang situation is that game loss is inevitable, don't miss that one. Game loss in zugzwang is inevitable. The person isn't going to get out of the game loss, it's inevitable. One way or another he's going to lose the game.

And it's our goal our purpose on this tape to discover just what is going on and why this is inevitable. Well there are a few technical terms and technical things we need to look at and examine. Then we can go ahead and do what we call a zugzwang analysis and you will see when we've completed the analysis the whole picture becomes very clear.

The Losing Game Option

So first of all let's take up the first of these technical terms. The first of our technical terms we need to look at is this subject of a 'losing game option'. Now this is a technical term in games play. It's a technical term and is defined as follows:

A losing game option is any action that the player is free to undertake that he knows will lead to game loss

Any action that the games player is free to undertake that he knows will lead to game loss. End of definition. So there are two things about the losing game option that are important. One is that there is freedom of choice in it. A person is free to engage upon this action or is free to engage upon the action or not to engage upon the action. There is no compulsion. There's a free action.

And the other is that they know, are consciously aware, they do know that if they engage upon this action they will lose the game. That's why we call it a losing game option. Now every postulate that a person operates on in games play can have a number of losing game options.

I'll give you an example of this and you'll see what I mean. If a person is operating on the purpose to survive then a losing game option is to throw themselves off a cliff. They know that if they throw themselves off a cliff they will lose the game; they will not survive.

They also know that losing game option A is "throw themselves off a cliff" and losing game option B might be "to shoot themselves through the heart with a bullet" and both will cause them to die and cause them to lose the game when they're running on the game postulate to survive. So you see that any game can have a large number of losing game options. You see that?

It's not a one to one proposition. Not a one to one relationship between a postulate and a losing game option. The other thing you need to know about the relationship here, between a game postulate and the losing game options is that if the game postulate changes the losing game options change.

That much is obvious on first principles but I thought I better mention it for completeness sake.

Senior Encompassing Game

Now the next technical thing we need to understand with this mechanism of zugzwang is the concept of a 'senior encompassing game'. I won't give a precise definition of this I'll simply describe it to you and you'll understand what it is. By its name it's obvious that the game the person is playing is surrounded by a larger game.

An example of a senior encompassing game is all the games on this planet are played within the physical laws that govern this universe. So the laws that govern the physical universe are a senior encompassing game to any games that are played on this planet. Another example of a senior encompassing game can be the laws of the country or the laws of the land in which you live. You may be playing certain games within the country in which you live but you're playing these within the structure of the laws of the land.

Generally speaking senior encompassing games fall into two types. They're either the laws of the physical universe itself or they're the laws of the land or the laws that your operating on in the society in which your living. They may be something as simple as the laws of the game of chess, but they're, never the less, an agreed upon set of laws that when you play a game of chess you abide by these laws.

So there again they are a part of the society in which you live. So there are, generally speaking, only two types of senior encompassing game, the laws of the physical universe itself, and the laws of the society in which you live. Ok so much for that.

Now zugzwang comes about and this is the inner datum of the inner datum about zugzwang, zugzwang comes about in games play when a situation arises where the senior encompassing game impinges upon the game of the player and produces a relationship between his losing game options of a particular type.

Let's call any two of the losing games options of a postulate, A and B. So we have this postulate and any two of its losing game options of this postulate we'll call A and B. In a zugzwang situation the senior encompassing game, because of the circumstances, impinges upon the player and causes his losing game options to be related in the form 'if Not A then B'.

Now I'll go through it again. The zugzwang situation occurs when the situation is such that the senior encompassing game impinges upon the game of the player and causes any two of his losing game options of a postulate to be related in the form 'if Not A then B' and that is zugzwang.

Zugzwang Defined

I'll give you a formal definition of zugzwang:

"A player is said to be zugzwang when any two of the losing game options of a postulate, call them A and B, are brought into the relationship 'if Not-A then B' by the impingement of a senior encompassing game. The game loss in zugzwang is inevitable."

Now when we look at that definition we see why the games loss is inevitable. It's inevitable simply because if the person's games options or losing game options I should say are in the relationship 'if Not-A then B' then if a person doesn't embark upon losing game option A then he must embark upon losing game option B and therefore would lose the game. So he's in a "no good choice" situation, he's in this cleft stick of either losing the game by adopting losing game option A or if he doesn't embark upon game option A then he will embark upon game option B and lose the game. See that?

[Note: Cleft stick is a difficult situation: If you say that a person or organization is in a cleft stick, you mean that they are in a difficult situation which will bring them problems and harm whatever they decide to do. [British]]

That is the zugzwang. That is the zugzwang mechanism. Now if you followed the complexity of this through so far you'll see that it's not surprising that the mechanism is very deeply buried and is very little understood. Why people get so terribly puzzled when they get zugzwanged. They simply do not understand the mechanism.

Zugzwang Logical Propositions

You have to be a bit of a logician. You have to be a bit of a psychologist and you have to be a bit of a mental researcher like me before you could even get close to understanding the mechanism of zugzwang in life. For those of you who are logically inclined I can give you the logical propositions, the logical postulates of zugzwang.

The person is operating on game postulate X, shall we say, and game postulate X has at least two losing game options which we will call A and B. OK? There's our background, and the zugzwang occurs when the senior encompassing game impinges and brings about this following situation.

We have 'if A then Not-X', 'if B then Not-X', 'if Not-A then B' just those three propositions, that's the end of those three propositions.

Now when you examine those three propositions in logic you will find that one of the valid deductions from those three propositions is that postulate X is reduced to zero. That those three propositions hold X equal to zero. In other words, postulate X cannot maintain. In other words it goes into loss. That's why the game loss is inevitable in zugzwang.

Postulate X cannot succeed, it can only fail under those circumstances. So for the benefit of logicians who may be listening to this tape that is the logic of zugzwang and if you write it down on a piece of paper and do the necessary piece of logical deduction you'll see that what I say is true. That's the logic of zugzwang.

Zugzwang Analysis

Now let us apply what we know to what we call the zugzwang analysis. Now the most difficult part of the analysis is understanding what we're doing, in other words if you've understood this so far the rest is easy.

The difficult bit is behind us on the tape. A zugzwang analysis simply consists of isolating losing game options A and B. Once you've got them it will stand out like a sore thumb that there in the relationship 'if Not-A then B' you'll see why the games loss was inevitable.

So zugzwang analysis simply boils down to getting the situation at the point a zugzwang occurs, picking up the situation on the track at the point where zugzwang occurred. When you became aware that game loss was inevitable there and listing your losing game options.

Just list them, there won't be many. Usually there's only two, three, four, half a dozen at the very outside. Most commonly there are just two, call them A and B and you will see at a glance that you're faced with a situation of either adopting A or if you don't adopt A then you must adopt B.

But because A and B are both losing game options, game loss is inevitable. And once you've done that you understand the zugzwang. The mystery comes out of the zugzwang. You see how the senior encompassing game has forced game loss on you. That peculiar relationship of 'if Not-A then B' between the two losing game options in the situation.

If you understand that, then you understand everything about the zugzwang in that situation and it collapses. You don't really need to know what your game postulate was once you start listing your losing game options. The postulates that these losing game options are associated with or connected to will pop into your mind so that you will discover the game postulates.

There's only one postulate that's involved. There's not a number of postulates. It's just one postulate that goes into failure in zugzwang, and it is the failure of that postulate that brings about the game loss.

There are not a number of postulates that go into failure in zugzwang, there's just the one. Now let's apply this analysis to our examples of zugzwang. First we'll apply it to the game of chess. Well here the application is so trivial that it will fall apart as we touch it.

Here are the losing game options. The player has two losing game options. Option A he makes a move, bearing in mind they are all bad moves and losing game option B is to refuse to make a move.

Well the senior encompassing game here is the laws of chess. That's the senior encompassing game, and when he's in the zugzwang situation then he's in a situation where 'if Not-A then B' maintains, the laws of chess insist on that. Now that's the senior encompassing game impinging upon the particular game of chess that's being played.

In other words he's faced with the situation where if he doesn't make a move then he's refusing to make a move and if he's refusing to make a move he loses the game by default, by violation of the rules of chess. In other words that's losing game option B, see that?

Now there's the analysis of zugzwang in chess. The postulate that the player is operating on in the game of chess is ‘to not lose the game’, to not lose it. The chess player is always happy to either win the game or draw the game, his goal is not to lose it. So that's his postulate and his two losing game options will deny this postulate. Ok, that completes the analysis in the chess game.

Now let's apply the analysis to the business man and his donations to charity. Well let's start off with the postulate here. The postulate I've already given is that ‘the businessman doesn't want to make any unnecessary expenditure of money’. That's his postulate. So his losing game option A is "to pay the charity." That's losing game option A, and losing game option B is "to pay the tax office fine."

Now the senior encompassing game here is the laws of the land and is the laws of the tax office system, which says that under certain circumstances the tax office is bound to check up on what people put on their tax returns. That's a standard part of their operating procedure, is to make checks, particularly when there's large amounts of money involved. So that's the laws of the land and that's the laws of the senior encompassing game, and this senior encompassing game steps in and zugzwangs him.

The senior encompassing game impinges upon this game that he's playing and enforces this relationship of 'if Not-A then B' between his losing game options and says that if you don't pay the charity then you will pay the tax office fine. 'if Not-A then B', and thereby reduces him to zugzwang and inevitable game loss. You get it? And you see how easy it is.

Now all the bits are easily explainable. The whole mechanism comes apart when you understand the postulate, the losing game options, the senior encompassing game and this peculiar relationship of 'if Not-A then B', that under certain circumstances the senior encompassing game can impose upon the losing game options.

What always puzzles a player about zugzwang is that he makes a postulate, which is not in opposition to any postulate in the universe or any law of the society in which he lives, necessarily. He makes this postulate and the next thing he knows is that the law of the universe or the law of the society enforces game loss upon him.

This is what makes it so terribly puzzling. He doesn't understand the mechanism of the senior encompassing game and the fact that he is not living in a vacuum. He's living in a society, he's

living in a universe and this universe can impinge and can impose upon him and can upset the affairs of mice and men. You see what I'm getting at here? This is what he doesn't grasp.

When the person understands this, understands that there is such a thing as a senior encompassing game and that he's got games within games, then he starts to understand the zugzwang mechanism. He just adds to that this subject of the losing game options and that peculiar relationship that gets imposed upon them of 'if Not-A then B' between any two of the losing games options of a postulate then that's the whole picture.

Now this analysis will take apart any zugzwang situation. The data I've given you on this tape is sufficient to take apart any zugzwang situation. If you've got an incident on your track when you were zugzwanged then you pick up the incident at the point where game loss became inevitable. Where you suffered the inevitable game loss. And that's the point to address and that's the point where you will most easily find your losing game options and most easily find the senior encompassing game and so forth. It will all be there in that instant in time where the senior encompassing game imposed itself upon the junior game you might say and imposed zugzwang upon it. That's the point where you pick up the incident. If you pick it up at that exact point all the data I've given you, all the bits will be there. They'll just fall, BANG, into place, bang, bang, bang, bang. The zugzwang will come apart and you'll understand, possibly for the first time in many years just how come you lost that particular game.

Avoiding Zugzwang

A games player if he understands this mechanism very thoroughly and is able to change his postulates very quickly can avoid zugzwang. In other words his postulates are in a fluid state, he can avoid the zugzwang because there's always intimations that it's happening. He always gets some time even if it's only for a few fractions of a second. Sometimes he's got days, weeks, months but he's always got some time in which to change his postulates and avoid the game loss.

In the game of chess it's inevitable. He can't avoid the game loss in chess because the rules of chess are quite inflexible, quite fixed and he abides by and agrees by those rules and so forth. But let's take the example of the businessman. At the point where he received that phone call from the charity thanking him for his donation and asking when they can expect to receive a check.

If at that point he changed his mind about what he considered game loss and regarded the expenditure of money to the charity as good, then he would avoid zugzwang, avoid game loss. In other words if he no longer regarded it as a game loss to pay the charity, he can escape the zugzwang. He could write out a check for the charity and say, "Well I'm not losing the game when I pay the charity."

So he could simply write out a check for the charity and everyone would be happy and he would not lose the game. If he can change his mind and adopt that mental attitude. The non-compulsive

games player could do that. The compulsive games player can't do that, so he suffers the zugzwang.

So as I said earlier on, on the tape, the people most likely to suffer zugzwang are the compulsive game players. They are in a state of compulsive games play which fixes their postulates. Their fixidity of postulates fixes them to such an extent that they can't change their postulates at a moment's notice when they have to in a zugzwang situation so they go into inevitable game loss.

So it's the compulsive games player that suffers the most zugzwang. The non-compulsive games player can avoid it. Actually it's a very interesting observation upon our society, and how little is understood about life and games play in our society that this mechanism of zugzwang is not understood. I can assure you that the mechanism is totally not understood in our society and the fact that it is not understood is a total indictment upon our society in terms of how much it understands about life and games play, because the mechanism isn't a difficult one to take apart if you study it and are familiar with a few basics of life and livingness.

Finally and very briefly there is a connection between the subject of zugzwang, overwhelm and the subject of the game strategies.

Forcing Zugzwang on Others

Quite obviously if you're in a frame of mind to do so and you know the losing game options and postulates of your opponent and the senior encompassing game of your opponent it's not difficult to set up a situation which puts your opponent in zugzwang and therefore inevitable game loss.

There are a number of game strategies called zugzwang game strategies. They used to be regarded in life as rather fiendish. Nobody really understands them but they can be highly workable by people who do have some understanding of this mechanism and have an urge to use such game strategies.

So be prepared to find a connection between the subject of zugzwang and the subject of game strategies in life and livingness. Well I see I'm coming up to the end of this tape now. I don't want to run off the end so we will close at this point.

I hope this material was helpful to you. Bye, bye for now.

End of tape

Upper Level : Tape 1 – Insanity Point, Part 1

30th June, 1994

Today is the 30th of June 1994 and this is the first of the lectures on the upper level tech of TROM, and I want to take up with you the subject of insanity.

Sanity Defined

The word insanity or more precisely the word sanity comes from the old Latin word '*sanus*' meaning healthy, so presumably insane means unhealthy. But that meaning has long since been modified in English and the only connection, these days, between the subject of sanity and the subject of health is we could say that a person who is insane would have an unhealthy mind.

That would be about the only connection. There's no other connection between the word health and the word sane that I know of in modern English. However, it has long been known by mankind that there is a connection between this subject of sanity and this subject of reason.

And also, it's been known, that unhealthy people, particularly unhealthy people with unhealthy minds don't reason too well. So there's a connection there.

In our modern society, the word insane is largely used in a legal sense. More and more, only the legal profession has any use for this term of insanity, the term insane and this subject of insanity. The medical profession gave the term away many years ago because of their conflict within the medical profession on what the word means. These days the medical profession talk about psychosis, in the subject of psychiatry, they talk about psychoses etc., which they have some form of definition for, and there they stand.

But on the subject of insanity, they won't have a part in its legal sense and one can understand why. You see the problem that the law has with the subject of insanity started many years ago when some bright young barrister pleaded his client innocent of a crime on the grounds of insanity. And once he did this, of course, the legal profession had to have a definition of insanity, to find out if the person was on one side or the other side of the line.

In other words, they were looking for a definition of insanity. I believe this was some time in the 19th century in English law. They came up with a definition of insanity, a legal definition. I believe they called it the M'Naghten rules, which said that a person, and I'm paraphrasing it here, that a person is insane if he doesn't know what he is doing or if he does know what he's doing, but he doesn't know that what he is doing is wrong. That's roughly a paraphrase of the M'Naghten rules,

and you'll find that that rule is, with various modifications, taken in various parts of England, Australia and so forth as the legal definition of insanity.

Also, many states of America have adopted it or very similar rules. But quite clearly, such a definition of insanity is useless from a medical point of view and that's why the medical profession simply won't have a part of it. They're quite happy with the term psychosis which they can fit into a medical structure.

They can't fit this legal definition of insanity into a medical structure so they have no use for it. Well, quite frankly, neither can we. We can't use the legal definition of insanity either. The lawyers and solicitors and legal eagles might be able to make sense of this definition but it's as completely useless a definition for a social scientist or a psychologist, as it is for a medical doctor. It's quite useless, and so we must abandon it too. It's of no use to us when we're talking on the subject of insanity.

If we want to understand this subject of insanity we ought to have some form of a definition for it, which means we've got to hang it onto something. We've got to connect it to something. We just can't have it hanging there all by itself in space. We've got to define it. To define it means we've got to connect it to something else in the universe.

Reason

Well the thing that insanity or sanity connects itself most obviously to is this subject of reason. That is the thing it is most obviously connected to. As I pointed out earlier, it's been well known that insane people do not reason very well. They reason very badly. And people with unhealthy minds reason very badly. It's been well known for many centuries that this is so.

So the most obvious thing to define sanity and insanity is in terms of reason and that is what we do in TROM. We don't talk about health and healthy minds but we're very much concerned with this subject of reason.

A Thing Cannot Both Exist and Not Exist Simultaneously

Now, in TROM we know, this is not an original discovery in TROM, but we know in TROM that reason in this universe is based upon this proposition that "A thing cannot both exist and not exist simultaneously."

Now that is a definition of reason, a basis of reason in the whole field of logic and in the whole of the sciences. The whole of science accepts that as a basis of reason, that that is the basis of reason.

In fact the whole science of logic is based upon that premise that a thing cannot both exist and not exist simultaneously. So that is reason in logic. It's the subject of reason in science and it happens to be the subject of reason in the universe at large. When the scientists and the logicians adopted that as their basic premise of reason and based the subject of logic upon that they were on very firm ground because it turns out that the proposition that a thing cannot both exist and not exist simultaneously is a valid deduction from the basic law upon which this universe is evidently constructed.

So we're on very firm ground in TROM when we say, "Ok, we're going to start relating this subject of sanity to reason and insanity to unreason." Now, once we do this we've completely left mankind at large behind, because mankind at large as you probably know and have noticed has almost as many definitions of insanity as there are people.

It's an incredible thing if you go up to a person and say, "Well what do you think… what is insanity?" and you'll get as many different answers as there are people. Now the reason why you get this phenomenon is that nobody knows what reason is. You see?

If you don't know what reason is you won't know what unreason is and if you don't know what unreason is you're going to have trouble with this subject of insanity, because there's obviously a connection between this subject of unreason and insanity.

Now you see why mankind has trouble with this subject. The endpoint that mankind gets to on this subject of insanity is that he says, "Well any person who disagrees with me is insane." Now that's the final fling of the compulsive games player. You know. If you disagree with me you must be insane because you disagree with me. And I'm sane. I'm obviously sane; therefore if you disagree with me you must be insane. And that is the final step of the compulsive games player.

This might be a method of settling games. It might be a very valid idea of getting rid of the opponent. I mean history shows a vast number of occasions where people who've disagreed with the establishment have been clapped away in insane asylums or maybe even executed, simply because they disagreed with the establishment. They've been pronounced insane and vanished. They've gone never to be seen again. And this is still happening today on the planet. You can go to various countries in the third world and anybody who disagrees with what the president says, he

publishes his disagreement with what the president says and the following day the man's gone, never heard of again. You know? His body is dumped out at sea somewhere. That's it, you know? He's gone. Obviously insane, done with him, he disagreed with what the establishment said.

You see this is what the compulsive games player considers as reason and unreason. The man is obviously insane because he disagrees with me. This is about as far south as it can go. It's about as unreasonable as you can get on this subject of reason I can assure you, because we know what reason is.

Reason's got nothing to do with "Might being right." It's got one hell of a lot to do with whether the thing can both exist and not exist simultaneously in the universe. Now you get the drift of what I'm onto here? Mankind at large doesn't know anything about this subject. Only the scientists know a bit, because they've studied logic. Logicians know about it. They know a bit about reason. The scientists know a bit about reason but mankind at large doesn't. People who have never studied science or studied logic, studied mathematics have no vaguest idea of what reason consists of. Really they have no idea. Outside of this field of natural philosophy a person has no idea of what reason consists of, that includes the law, that includes business people, and so forth. They simply have no idea. It's not part of their training. So they have no concept of what reason is. So they have no concept of what insanity is. So, of course, they can pick any wild idea out of thin air and say, "Well that's as good a definition of insanity as any." You see that? That is what's happening in our society all the time on this subject of insanity.

There are almost as many definitions of insanity as there are people simply because people don't know what reason is and if they don't know what reason is they don't know what unreason is. If they don't know what unreason is they can't connect it up with this subject of insanity, so they can't get a good definition of insanity, but we can. We can do better than that. Now, I have to give you this little digression because you may believe that our society knows a lot about insanity.

The truth of the matter is it knows nothing about insanity simply because our society at large doesn't know anything about reason. It can't define it. You go up to a person and say, "What do you think is reason? What's the definition of reason?" He can't tell you. He doesn't know. He will call himself a reasonable man.

You say, "Are you reasonable?" He'll say, "Oh, yes. I'm a reasonable man." You say, "Ok, what is reason?" He can't answer the question. Now that is a very strange state of affairs isn't it? A man will call himself reasonable when he can't define reason. How unreasonable can you get? That's just about as unreasonable as you can get, isn't it? But, enough of this digression, let's get back onto the main road.

Insanity Defined

Well now we're ready to give our definition of insanity. We're in a position to do it. We've tied it up with the subject of reason. We know what reason is. So we know what unreason is. So we can define insanity. Now this is the definition that we use in TROM. Here we go:

A person is insane when they believe that a thing can both exist and not exist simultaneously

That is the definition of insanity that we use in TROM. A person is insane when they believe that a thing can both exist and not exist simultaneously.

Now as you listen to the definition it doesn't seem particularly world shattering does it? I mean the earth didn't move under your feet as I read it to you. But that is the definition of insanity. It ties it up completely with the subject of unreason. But although, it doesn't sound particularly earth shattering as we proceed to tie it up to our existing technology of games play I can assure you the datum will become more and more earth shattering.

So you will start to almost feel the planet move under your feet when you start thinking about this subject.

Prerequisite for Insanity

Now the first step on this road is what we might call, and is probably very correctly called, the prerequisite for insanity. And again this is not understood outside of TROM. By the way, Scientology had no definition for insanity. Note that! We have a definition in TROM for insanity. Scientology had no definition for insanity. You can hunt through Ron's works; he never bothered to define it. I don't think he ever really came to grips with this subject of reason, unreason and insanity himself, certainly not closely enough to define it within his subject.

But we've come to grips with it and we can define it.

Insanity and Compulsive Games Play

But as I say there is a prerequisite to this subject of insanity, a very interesting prerequisite, which ties it up to the subject of games play. Now here is the prerequisite of insanity. Here we go; a person only goes insane when they believe that they have no class to go into if they are overwhelmed in games play.

Now what do we mean by that? Well it's pretty self-explanatory isn't it? A person can only go insane if they have no class to go into if they are overwhelmed in games play. In other words a person can reduce their postulate set down to two games classes.

And while they've got two games classes they're ok. They can go into one games class and lose the game and they will get driven into the other games class and they're still ok. They've got a game they can play.

But what happens if they reduce their set down to a single game class set? Now we tie this material up with what I mentioned, I believe on supplementary tape number 3, this subject of the postulate set and the reduction of the goals package. Recall that material? There on supplementary tape number 3.

[See Level 5 - Tape 3 - The Exclusion Postulate: How Games Become Compulsive.]

If the goals package or more correctly the postulate set is reduced down to a one game class postulate set and the person is using this postulate set in games play and is actually in this games class and actively playing a game from this sole remaining games class and loses the game. Gets driven into overwhelm, he has literally no place to go.

You might say, "Well he'll simply go into one of the other games classes. No he can't, because he's postulated that he can't go there. His last overwhelm said no, his last overwhelm, when he last left that class he said, "Well I can no longer play this game. I can no longer stay in this game. I've got to get out of this game. It's not playable by me any more."

So he reduced that possibility down to zero. Now the last possibility is reduced down to zero. So where is he going to go?

He Goes Insane!

Well I'll tell you where he goes. He goes insane. He loses his marbles. And that's what happens. And that's the connection between insanity and compulsive games play. And it's a tremendously valuable connection.

Once you grasp it all sorts of things start to make enormous sense. It tells you immediately that only compulsive games players go insane. And it also tells you that every compulsive games player, given enough time, will eventually go insane. Once the person reduces the goals package down to two games classes, that's the state of compulsive games play, eventually it's going to get reduced down to one games class.

Compulsive games play starts with two games classes, then it gets reduced down to one games class and at that point every time he starts to use this class in games play he's putting his sanity on the line, because if he loses the next game he loses his sanity. He's gone. There is no other place he can go but into insanity.

And our problem is to put forward this scheme, to show how this occurs. And to get it all written down so it's understandable. So you can see it clearly. And it's not an easy thing for me to do

because we're dealing with the very essence of unreason. Don't kid yourself. I wouldn't be giving you this data if I didn't know, with absolute certainty, that it's correct.

I first discovered this data some years ago but I put it on the back-burner for further testing so I wouldn't go off half cocked. But now I'm absolutely certain that this is it, that I've got the data on insanity. I know exactly what insanity is, and it is what I'm saying it is.

That right at the heart of every insanity you will find this urge to make a thing both exist and not exist simultaneously, or the urge to try and operate on a postulate and its negative simultaneously. One way or another, the insane person is trying to do the impossible. And it is impossible. It defines the impossible in this universe, this attempt to operate on a postulate while operating on its negative.

You can't both go to China and not go to China simultaneously. If you try this you will go mad. That is insanity. You get it? Now another datum that immediately falls out the hamper once we know this prerequisite for insanity is the practical thing of, "How could a person proof themselves against insanity?"

How a Person Can Proof Themselves Against Insanity

Now we know how to do this in TROM. We know how a person can proof themselves against insanity but it's not understood in any other field of psychotherapy. It's not understood in Scientology. It's just generally known in Scientology that if a person is cleared that they won't go mad. But it wasn't understood why. We know why. We can explain why it is. We're running on a senior datum here than the other psychotherapies. We can correlate this material so closely because of our quite profound knowledge and understanding of games play.

So how can we proof a person against insanity? The simple way a person can be proofed against insanity, all they have to do, is do Levels 1, 2, and 3 of TROM. Solo. That's all they have to do. Anyone who's achieved the first three Levels of TROM has proofed themselves against insanity. Why? Because by the time the person gets to the top of Level 3, they are no longer a compulsive games player.

They've taken so much charge off their game compulsions that their game compulsions are now no longer game compulsions. They play games still but the compulsions are gone. The intensity of charge is off their bank by the time they get to the top of Level 3. They've taken enormous charge off their case and they are no longer a compulsive games player. And because they're no longer a compulsive games player they have no danger of ever going insane. They cannot be driven insane in life any longer. They can be made miserable but they can't be driven insane.

Your compulsive games player can be both made miserable and driven insane and the proof is the proofing of the individual with the first three Levels of TROM. A person doesn't have to go as far as Level 4 or Level 5. They don't have to erase all the goals packages in their mind. Oh no, that's

not necessary, just Levels 1, 2 and 3 completed solo is sufficient to proof any person against insanity.

Now that is a tremendously important datum. And it's a datum that stems directly from our understanding of how insanity comes about. Quite clearly if a person is not a compulsive games player they haven't reduced their games down to a single game class, and if they haven't reduced their games play down to a single games class, then they're not putting all their eggs in one basket. Are they? And as they haven't got all their eggs in one basket they can suffer overwhelm and always have a place to go to. They will always have a class to occupy in the event of overwhelm.

Unlike the compulsive games player who’s reduced his games classes down to one. If that one gets overwhelmed he's got no place to go except to lose his marbles, which he promptly does.

Now I want to give you an example of this so you'll see it very clearly. You'll see how this would go. I'll go through an example, and work the example through with you carefully and you'll see exactly how the person goes insane. And we'll relate it exactly to the postulates involved.

Boolean Algebra

But before I do so I have probably a little bit of bad news for you. In order to truly understand this subject of insanity we need enormous precision in our reasoning which cannot be obtained by the use of just words.

So in order to achieve this precision I've got to use the algebra of logic which is Boolean algebra. I will have to lapse into this symbolism. I'm sorry. My apologies but if I attempt to do it otherwise I'm simply going to fail and the whole tape will just degenerate into a mass of verbiage. I won't get my point across.

So I'm going to have to use logical symbolism. So that means I'm going to have to define my symbolism as I go, and explain exactly what the symbolism means. Then you can grasp it. It's not a difficult subject. I'm not going to turn you into a logician or anything like that. I'm just giving you the absolute fundamentals of it here so you can understand the terms and see it in terms of the symbolism.

Einstein had this same problem with his relativity theory. It's generally recognised that it's quite impossible to explain Einstein's relativity theory in words to anyone. But once a person understands sufficient advanced mathematics it's quite understandable. When they see the mathematics, it all makes sense but they can't put it into words. This is simply because the mathematics is a much more precise tool than the English language.

I'm up against the same problem trying to explain and discuss this subject of insanity while just using words. The words just aren't precise enough. I will have to lapse into the symbolism of logic in order to achieve the precision required to get the job done. So my apologies, but I do have no choice. Up to this point I've got through. I managed to write the write up of TROM. I've given all these supplementary lectures and you've only had just a nodding acquaintance with the algebra of logic. I've mentioned it in just a few bits and pieces here and there but now I'm afraid I am going to have to go a little bit further into it and explain a little bit more of it in order to complete this upper level tech of TROM.

It's a complicated subject and we need the precision of the algebra. So here we go. First of all I'll give you the symbolism I am going to use and then I'll discuss some of the relationships and their deductions one from another. But first of all the symbolisms so somebody listening to this can actually write it down on paper and see the symbolism.

X and 1-X

When we put down a symbol, say X that really means X exists. If we want to put down Not-X we write that down as 1-X and, in other words, all we're saying there is that the absence of X is

everything in the universe except X. So it's X is, X exists, and X doesn't exist is 1-X the whole universe less X. See that?

Brackets ()

Normally, for convenience sake we surround the 1-X with a bracket, so when I'm going to give you 1-X, I'll give it to you in the form (1-X). Get that? Now there's going to be nothing else inside the brackets except 1-X or 1-Y.

It will just be 1, minus sign, and a symbol. That's all that's ever going to turn up in the brackets. So there is nothing complicated inside the brackets, except the one minus the symbol. That's all that's going to be in the brackets.

Equal = and Not Equal to ≠

Right, next are the signs that we're going to use. First is the equal sign. Well the equal sign is in arithmetic and we use it in logic exactly the same as it's used in arithmetic. It means identical. Equal sign means identical with. So equals is just exactly the same meaning as used in common arithmetic.

But we use another sign in logic and that is the sign of ≠, Not Equal To. And the sign we use for that is the ordinary equal sign of arithmetic but we slash it through with a line 45 degrees to the horizontal. It slashes through the equal sign. It literally crosses it out.

And that is the sign for not equals. Now fundamentally in logic the statement or the sign ≠ simply means that equality is not the case. That's what it means. Equality is not the case. It's not equal. See? Equality is not the case. That's all the symbol ≠ means.

0, Zilch, Zero, Nothing, Naught and Null

Now in logic zero means the same as it does in ordinary arithmetic and ordinary algebra, it means nothing, zilch, naught.

1, Unity and Universe

One, the figure "1" means universe, or more precisely the universe of discourse. It's the totality of the existence classes, the totality of things that can exist in the situation. We express that with the figure "1". So the only numbers that appear in the logic are zeros and ones. We don't have any other numbers. It's a much more simple mathematics than ordinary mathematics.

Class, Common Class and Null Class

Dennis has already given definitions for these elsewhere.

[Note: Dennis states that this is on Lecture 10, however from the collection we have Lecture 10 does not have this data. The most recent definition per the transcripts is on 'Level 5C : Tape 8 – Bonding (Relationships) @ 21st February 1994' and before that on 'After Level 5 : Tape 1 – Level 2 After Level 5, Part A @ 21st March 1993'.]

Plus + means either AND or OR

Now I better also at this point give you the meaning of the plus sign "+" in logic. The plus sign is slightly different from its use in ordinary arithmetic and algebra. In logic the use of the plus sign depends upon what's on the other side of the equation.

For example, if we have X+Y=0. It means that both X=0 AND Y=0. And the combination of X+Y=0 means that both of them equal 0. Get that? So X+Y=0 means exactly the same as X=0 AND Y=0. We put them together and say X+Y=0.

But when we say X+Y=1 we can't use that additive definition when they're equal to one, when they're equal to the universe. X+Y=1 has the meaning that the universe either consists of X OR it consists of Y OR it may consist of both. It's indeterminate. It may consist of both.

In other words, it's an either/or situation. But we don't know whether it's what they call inclusive OR or the exclusive OR. So we don't know, but when we have an equation equal to one, the plus sign is disjunctive.

We can't just add them together like we can in arithmetic. Quite disjunctive, it's definitely an either/or situation. Either it is X OR it is Y OR it is both (X AND Y). That's the way it's generally interpreted in logic, the equation X+Y=1.

[disjunctive - serving to disconnect or separate.]

X≠0

Now, what about the equation X is not equal to naught, X≠0 ? Well that means that X is somewhere in between X is equal naught, X=0 AND X equals 1, X=1. It certainly doesn't mean that X equals naught, X=0 and it certainly doesn't mean that X equals 1, X=1 it's in between. What it means is that some X's do exist. See that? It's not the case that X doesn't exist.

That is precisely what X≠0 means. It means that it is not the case that X doesn't exist. X may be equal to 1 in that set of circumstances. We don't know. But it is not the case that X does not exist, and that's what X is not equal to naught, X≠0, means.

Little bit complex until you get to grips with it, the use of that not equal "≠" sign but I can assure you it all makes sense. It's only by the way in the last 50 or a hundred years or so that the logicians have got out the use of these signs and brought them to the precision that they are today.

The history of logic is a very fascinating history if you like to read it up. It's the history of how not to do it. There's no more precise subject than logic and when you read up the history of it, it's quite amazing how many great logicians have got it wrong. Particularly on this subject of what is meant by the not equal sign and how we interpret the question of sum in logic.

Well we can do it in modern logic but they couldn't do it a hundred years ago. But we can do it today.

X≠0 versus X=0

It must be clearly understood that the sign X is not equal to naught.

X≠0 is the complete antithesis of: X equals naught, X=0.

You see that? It's the antithesis. It's the complete opposite.

The opposite of X equals naught, X=0 is: X is not equal to naught, X≠0.

The antithesis of X=0 is not, repeat not, X=1. See that? If X≠0, X may equal 1 but we just don't know. It's certainly not equal to naught and we express that by saying X≠0. See that? Or put that another way, some X's do exist. That's another way to look at it. Use the word "some".

X+Y≠0

Ok, now what about X+Y≠0?

Well the easiest way to understand X+Y≠0 is to realise that X+Y≠0 is the antithesis or the opposite of X+Y=0.

That is to say it is the antithesis of X doesn't exist AND Y doesn't exist. It's the antithesis of that.

So it means that some X's exist OR some Y's exist OR some of both exist. With the added implication that it may be the case that X=1 OR Y=1 OR both X AND Y are equal to 1.

That can be the interpretation of X+Y≠0. It simply means that it's not the case that X+Y=0.

How Insanity Comes About

Well that's the end of the snappy basic course in Boolean algebra. We're now going to press on with our material and it's time that we took up this example that I mentioned to you so we can understand clearly how this subject of insanity comes about and exactly what it looks like when it does come about.

We're now in a position to do this because we're now in a position to use our symbolism very precisely. Now for our example I'm going to use the example that I gave in the original write up of TROM about the Barber of Seville.

The Barber of Seville

Do you remember the example I gave of the Barber of Seville, which is a well known historical logical paradox? I'll just refresh your memory. Remember the king gets fed up with seeing the men of the town wandering around with scruffy beards so he puts a notice up in the town square which says that, "Henceforth, on pain of death, all the men of this town will be clean shaven. All those and only those who don't shave themselves will be shaved by the town barber."

Later on in the day the town barber saw the notice and promptly went insane. Now why did he go insane? Because he couldn't obey the edict, so he was facing execution by the king. And so he did the only thing he could do he went insane. Now let's examine exactly what the problem is here.

In order to take this problem apart the easiest way is to put our postulate set together and tick off the possibilities. Clearly we've got a postulate set here of a person who shaves themselves. Let's nominate the letter S as a person who shaves themselves and the letter B is a person who is shaved by the town barber.

So each person in town has two options, to be shaved by himself or shaved by the town barber. So we're looking at the SB postulate set. Clearly they are postulates. 'To shave oneself' is a postulate,'To be shaved by the town barber' is a postulate too. They are both postulates so it's a postulate set we are looking at here.

Postulates:

- S to shave oneself
- B to be shaved by the town barber

Cross-packaging

Both postulates aren't in the same goals package so there's a bit of cross-packaging going on here but it's still a postulate set. It's not a goals package as we would understand it but it's certainly a postulate set. Cross-packaging is not germane to this situation so we'll discuss it later.

[Note: In a correctly made goals package both goals will exactly complement each other as do 'To Eat' and 'To be Eaten' or 'To Sex' and 'To be Sexed'. 'To Shave' and 'To be Shaved' are complementary but the limited goals of 'to shave oneself' and 'to be shaved by the town barber' are not exactly complementary goals so are cross-packaged.]

Now first of all let us write down all the possibilities in this set. Well there are the four possible classes. In other words, each person in town can either be shaved by the town barber or shaved by himself and this gives four classes of people in the town.

They are:

1. SB, (to shave oneself AND be shaved by the town barber)
2. S(1-B), (to shave oneself AND not be shaved by the town barber)
3. (1-S)B, (to not shave oneself AND be shaved by the town barber)
4. (1-S)(1-B), (to not shave oneself AND not be shaved by the town barber)

They are our four classes that we recognise and we're going to add in this class that we'll call an Insanity Class. We will add it into the set and we will see how it fits in.

The insanity class is the class of B(1-B) and for completeness sake we will the make another insanity class of S(1-S).

Insanity Classes

- B(1-B), to be shaved by the town barber AND to not be shaved by the town barber
- S(1-S), to shave oneself AND to not shave oneself.

So we have in all six possible classes here of our set. Now normally if we were doing a logical analysis of this particular problem we would simply restrict ourselves to the first four classes.

The last two classes would be made equal to naught by the basic law of reason in the universe which says that B(1-B)=0 and S(1-S)=0 by the basic law of reason in the universe both those classes would be null classes.

So they can be cancelled out. But we're going to leave them in for the sake of completeness because we're dealing with this subject of insanity. You see? So we've got to put them back in again. In they go so we've got six classes.

Actually there is always six classes in the set when there's two elements in the set. The four main classes, then the two possible insanity classes. But normally the two insanity classes aren't used as we are not dealing with the subject of insanity, only the subject of reason, but on this tape we are dealing with insanity. So we are going to have to put them in to complete the set. We're going to have B(1-B) and S(1-S) in and not make them equal to zero, as we are going to understand how this guy went insane.

The Six Classes

Let's start ticking off our six classes from one to six. So, I'll assume you've got them written down and just number them in the order I gave them to you from one through to six starting with the reason classes and 5 and 6 will be the two insanity classes.

1. SB, to shave oneself AND be shaved by the town barber
2. S(1-B), to shave oneself AND not be shaved by the town barber
3. (1-S)B, to not shave oneself AND be shaved by the town barber
4. (1-S)(1-B), to not shave oneself AND not be shaved by the town barber
5. B(1-B), to be shaved by the town barber AND to not be shaved by the town barber simultaneously
6. S(1-S), to shave oneself AND to not shave oneself simultaneously

Now you realise in this analysis we're only really concerned with the town barber we're not really concerned with the men of the town. So we'll restrict the analysis to how the kings edict affects him because if you care to look at it you'll see that it affects the men of the town quite differently than it affects him. So we're only concerned in the analysis with how it affects the town barber.

Limitations on the Game Class Set

Now before we go on to discuss what the king said and see how that affects the situation we must first of all discover if there are any limitations to the set by the very nature of the postulates themselves. When we examine this we find that that is actually the case.

That this town barber doesn't have a full freedom of choice even regardless of what the king said. For example, it's quite obvious that if the barber shaves himself he is being shaved by the town barber. And it's equally obvious that if the town barber is being shaved by the town barber he is shaving himself.

Now it is those two propositions straight away that affect the set. Now the first of these propositions, if the barber shaves himself he is being shaved by the town barber knocks out number 2 in our set "S(1-B)", that goes out.

2. S(1-B)=0, to shave oneself AND not be shaved by the town barber equals naught

And the second of these propositions knocks out number 3 in the set. So you'll just knock it right out and reduces number 3 to zero.

3. (1-S)B=0, to not shave oneself AND be shaved by the town barber equals naught

So the town barber has got a reduced set straight away regardless of what the king said. He's only got 1 and 4 plus the two impossible insanity classes.

1. SB, to shave oneself AND be shaved by the town barber

4. (1-S)(1-B), to not shave oneself AND not be shaved by the town barber

5. B(1-B), to be shaved by the town barber AND to not be shaved by the town barber

6. S(1-S), to shave oneself AND to not shave oneself

So he can either shave himself and be shaved by the town barber or not shave himself and not be shaved by the town barber. They're his only options. They are the only options. So those are his options as he approaches the notice board and reads the notice in the town square about the king's edict, bear that in mind, they are his only options.

Consider the King's Edict

Now let us consider the king's edict. The first thing the king says, "Hence forth on pain of death all the men of this town will be clean shaven." Well what he's saying here is that this class, class number 4, the class where the person neither shaves themselves nor is shaved by the town barber. That class is reduced to zero. Get it?

4. (1-S)(1-B)=0,to not shave oneself AND not be shaved by the town barber equals naught

So we imagine the town barber, reads that first part of the edict, and he says, "Oh, yes, on pain of death all the men of the town will be clean shaven. Oh", he says, "I have to shave myself. I can't grow a beard any more."

See, so he's OK so far. So 4 goes out. So that leaves him with just 1. He's only got one class he can occupy in the reason part of the postulate set. That is to both shave himself and be shaved by the town barber.

1. SB, to shave oneself AND be shaved by the town barber

Now notice that his set has been reduced to a one game class set. Remember this is not a goals package but the same principle applies, that we started off with four classes in the reason part of the set and we've now got it down to one. There is only one reason class that he can occupy in that set and that is to shave himself and be shaved by the town barber.

Ok, so the barber now reads on and the next part the king's edict says, "All those and only those who don't shave themselves will be shaved by the town barber."

Now there are two propositions there. The first of these propositions is that ‘All those’ who don't shave themselves will be shaved by the town barber. Now this proposition means that number 4 of our set goes out to zero.

Yes, yes that's right number 4. The king is simply being repetitive. The proposition means exactly the same as saying that "henceforth all the men of the town will be clean shaven."

Logically they mean exactly the same thing. Now when you're doing a logical analysis it's not at all unusual to find the persons' utterances are highly repetitive. That's ok it doesn't affect the analysis.

You say, "Ok, well number 4 now is definitely out, definitely equal to naught."

Now that leaves us with the final part of the king's utterance.

Now the final part is, "Only those who don't shave themselves will be shaved by the town barber."

Now this proposition, "Only those who don't shave themselves will be shaved by the town barber." means exactly the same as saying that, "all those who are shaved by the town barber won't shave themselves." which in terms of our set reduces class 1 in the set to zero.

1. SB=0, to shave oneself AND be shaved by the town barber equals naught

Now then up to this point the barber has read the edict and he's been OK. He's read the first part of the edict about men in the town being clean shaven and he says, "Yes, that's alright, I'll have to shave myself."

And he reads the second part the edict, "All those who don't shave themselves will be shaved by the town barber, he says, "Yes, that's all right, that's fine, I'll shave myself."

But, then he gets to the third part of the set, "Only those who don't shave themselves will be shaved by the town barber." Crunch! Bang. He's in trouble, because his final remaining set has been reduced to zero. He can't obey the edict.

He is in the class of SB and the edict is driving that class into zero. So the effect upon the town barber is the edict drives him out of his last remaining class, the SB class. While he's desperately trying to stay in the class.

Now let's take a pause here for a moment and understand exactly what this unfortunate barber's problem is, or another way to look at it, what his problem isn't. He doesn't have any problem shaving himself. That is not his problem. He has no difficulty on this subject of shaving himself.

So this little insanity class of S(1-S) number 6. We can reduce that to zero. We can wipe that one out. That's not his problem. That one goes out.

6. S(1-S)=0, to shave oneself AND to not shave oneself equals naught

Now his problem is the fact that he's the town barber, because if he weren't the town barber he could shave himself. It's only because he's the town barber that he can't shave himself. The edict only prevents him from shaving himself because he's the town barber. So his problem is that he's the town barber.

So you understand that he has no problem shaving himself. His difficulty is one of identity, it's an identity problem. So it's this equation of being shaved by the town barber that is the root of his problem. Being shaved by the town barber or not being shaved by the town barber. If he could not be shaved by the town barber he'd be all right. You see? He'd be alright because he could then shave himself and not be shaved by the town barber.

But he can't do that while he's being the town barber. You see his problem. It's an identity problem. So as he stands there looking at the notice board his mind will go from must be shaved by the town barber but I can't be shaved by the town barber. When he says "I can't be shaved by the town barber" it's just another way of saying "mustn't be shaved by the town barber".

So his mind goes from "must be shaved by the town barber" but that's impossible because the edict says I can't be. So I mustn't be shaved by the town barber but that's impossible too because I'm the town barber so I must be shaved by the town barber. Got that?

No, the edict won't let me. So I mustn't be shaved by the town barber but I am the town barber so I must be shaved by the town barber, mustn't be shaved by the town barber, must be shaved by the town barber,... one... two... one... two ... faster... faster... faster until he hits the point "must be

shaved by the town barber" and "mustn't be shaved by the town barber" both postulates simultaneously, both with the same intensity. BANG.

At which point he loses his sanity.

5. B(1-B)=1 to be shaved by the town barber AND to not be shaved by the town barber equals 1

Now if you can follow that, you've got it. So our set now reduces to:

The first four classes are zero, they're all zero classes and class 6 we've agreed that is a zero class.

And the 5th class is "1", his existence class. He is now in the insanity class of both 'must shave himself' AND 'mustn't shave himself' simultaneously.

[Note: Class 5 is actually 'to be shaved by the town barber' AND 'to not be shaved by the town barber' simultaneously]

Now, factually, this may solve his problem for him, as far as the king is concerned or it may not. The king, I mean obviously while he's insane he's going to grow a beard, so the king if he was harsh, he might say, "Well we'll execute him anyway, he didn't obey the edict." Then again the king might take pity on him because he's insane and relent, thus saving his life.

So it may or may not solve his problem, but that's what's going to happen to him. He's going to go insane. Or to put it another way while he is fixed in the identity of the town barber insanity is his only option in the situation. It's his only option because it's the lesser evil to being executed. That's the other option, but that's a worse evil, so he will accept the lesser evil and lose his sanity.

Of course, he would have no problem at all if he hadn't been fixed in the identity of the town barber. Now let us assume that he was a non-compulsive games player and has completed his first three levels of TROM and so could have occupied the identity of the town barber or not. He could be the town barber or not be the town barber at will. Then he would have no trouble at all. He would have simply read the edict and said, "Ok, what will happen is," he said, "I'll shave myself, when I shave myself I won't be the town barber. But when I'm shaving other people in the town, other men in the town, I'll be the town barber."

So he goes back to work. End of problem. Get that? So, he would have simply gone back to his barber shop noticed it was full of customers put on his identity of being the town barber and proceeded to shave them.

And when he'd got rid of all his customers he would have simply removed his identity of the town barber and hung it on the hook in the barber shop and then he would have shaved himself, quite leisurely.

And when he got himself shaved he would have put his identity of the town barber back on all ready to receive the next customer. Now I can assure you that if you'd been following this through

carefully and closely you now know much more about that logical paradox than the guy who dreamed it up.

Because you now know all about the insanity side of it, which he obviously didn't. He clearly never knew. So you know one hell of a lot about that logical paradox, but we can see how useful that little logical paradox was to us. What it gives us by using it. We can use it to understand how a person goes from compulsive games play into insanity.

IP Defined

Now this class, we'll call it the general class X(1-X)=1, now that is what we call the insanity class. That's a definition, X(1-X)=1, X and Not-X simultaneously. That is a definite term. We call that an insanity class.

We have a name for it in TROM, which is a more generally used name we call it an IP. Now IP, the letter "I" and the letter "P" they are the initials of Impossibility Point, or Insanity Point. IP. An IP is always in the form, X(1-X)=1

It's the essence of insanity, the very basis of insanity and that's the general expression of it. It is X(1-X)=1 and IP is short for Insanity Point or Impossibility Point.

It's an impossibility point because in this universe it's impossible to maintain that class and retain one's sanity. It is quite impossible to hold that class. In other words, it defines the impossible in the universe. The only thing that's truly impossible in this universe is the IP, is X(1-X)=1

That is truly impossible and it's the only thing that's impossible in this universe. You simply can't do it. It's the only thing that can't be done in this universe. You can't both go to China and not got to China simultaneously. You can't both be the town barber and not be the town barber simultaneously.

It is impossible and it's the only thing that's impossible in this universe and it's something you should remember and understand very clearly. It defines the impossible so when we assert that datum that, X(1-X)=1 we are asserting that the impossible can exist. But that's insane.

The impossible can't exist in this universe, because the laws of the universe say it can't exist, but it can exist, it can't exist… that is insane. We're into insanity. See that?

And that's the basis of insanity.

Mocking up Insanity

You can get the idea of insanity, of how an insane person feels by mocking up an IP and getting into it. I wouldn't suggest you do this if you're at all mentally unstable but if you've completed a

few levels of TROM you can do it without any danger to your mental health. You simply get the idea that you must go to China, and the idea that you mustn't go to China and go from one postulate to the other.

Then do it faster and faster, from one postulate to the other, backwards and forwards. Until you're holding both postulates simultaneously. At the point where you're holding them both simultaneously you'll start to feel a sort of a glee of insanity, a sort of a spinney feeling in your psyche.

Well that's the time to quit, because that's when you're going into the IP. That's the point you're going insane, you're going into the insanity. We understand it so clearly now that we can simulate it. But of course there is no real danger that you'll go insane when you do it yourself because you're doing it all consciously, you see.

But you can simulate the feeling of insanity by getting the idea of going to China and not going to China, simultaneously. Or the idea of making any postulate and its negative and holding both postulates simultaneously… trying to achieve both postulates simultaneously.

It's a spinney feeling. There's a sort of glee of irresponsibility attached to it. It's a certain definite emotion that's attached to it that goes with the IP and trying to achieve the IP. It's the emotion of insanity.

Ron Hubbard knew about it. He called it the glee of insanity, but he didn't know its logical construct. We understand it in TROM. We've got it in TROM. We know about it. But Ron was right when he said there was a glee associated with it. There is. There's a glee. There's a sense of irresponsibility and a glee there, and a definite spinney feeling. A definite feeling as if the world is spinning around under your feet. And you feel as if you might take off into space at any moment. It is a definite spinney feeling. Though you can subjectively create the emotion, the feeling of insanity, now you understand its postulate structure.

Deductions from X(1-X)=1

Now this postulate X(1-X)=1 has some very interesting deductions, very interesting deductions. I'll give them to you. I won't prove these deductions but they can be, I can assure you, every one I'm giving to you can be proven very easily in Boolean algebra.

Deduction #1

Here we go.

We can deduce from X(1-X)=1 that :

X+(1-X)=0 in other words it's a state of affairs where neither X exists nor Not-X exists. Get it?

[This means that X=0 AND (1-X)=0]

X+(1-X)=0 now that's a state of unreason

Because reason maintains that X+(1-X)=1 that's what reason maintains

[X+(1-X)=1, either X exists OR Not-X exist OR both exist]

But unreason, insanity the IP, says that X+(1-X)=0

Now this is a particularly interesting deduction from our point of view because it tells us that while the person is in the IP state the reasonable part of the postulate set is reduced to zero.

Take the part of the barber while he's in the state of both being a barber and not being a barber simultaneously. Then B+(1-B)=0.

In other words B=0 and (1-B)=0 but look, if B=0 two of the four classes in the reason part of the set go out and if (1-B)=0 the others go out, so the whole set goes to zero. So the person cannot be, if they're in the insanity class, they can't be in one of the sane classes of our proposition.

Once they go insane, in other words, they can't utilise the other part of the set. In other words they're either sane or they're insane on this subject. If they're insane on the subject then they're not sane. They can't be both sane and insane in the same postulate set.

In other words, if the barber's in the state of B(1-B)=1, the rest of the set is equal to zero. And the proof of it I've just given to you. Because if X(1-X)=1 then X+(1-X)=0 that maintains. That's the first of the interesting deductions.

Deduction #2

Now let's look at the second of the interesting deductions:

That if X(1-X)=1 then X=(1-X), thus X becomes equal to (1-X).

In terms of our barber once he goes into the IP of B(1-B)=1 then being a barber is identical to not being a barber. There is no difference in his mind between being a barber and not being a barber. The two are completely identical with each other. That's the other deduction from the relationship X(1-X)=1.

So those are the two enormously useful deductions about the IP from the insanity class, or the IP as we call it. They're the two valid deductions from the IP.

When X(1-X)=1 then X+(1-X)=0 and X=(1-X)

The existence equals its absence and that is insane I can assure you. That is insanity.

Fear of Insanity

Now once you start to work with these IP's you rapidly start to lose your fear of them. The vast majority of humanity is absolutely scared of this subject of insanity. The one thing they fear most in their lives is that they will go insane, that they will lose their reason. See it's a mortal dread. The compulsive games player has a mortal dread of going insane.

It's as if he somehow senses that he's putting his life on the line, putting his sanity on the line every time he plays a game that he's getting close to the edge. That the more compulsive the games play he gets into and the hotter the game gets, the closer he starts walking to insanity. He doesn't know exactly what's happening but he senses it happening.

Every compulsive games player knows this. He knows that as the game heats up more and more he's walking closer and closer to the gates of hell, to the gates of insanity. And sometimes the games player will tell you this. It's written up in books, you know, written up in novels and so forth. That men, under enormous pressure have said "I walked to the very edge of insanity and just managed to claw myself back at the last moment under extreme game duress, you know." and they write these stories up and they write these experiences up. They're well documented.

But this is the view of the compulsive games player who's caught up in compulsive games play. How about the non-compulsive games player, or the person whose completed Levels 1, 2, 3 of TROM and is well on his way through Level 4 and 5, or a person who has completed Level 5? It's a toothless tiger. There's nothing in it. It doesn't mean anything.

He knows, the person understands insanity, he knows what it is. He knows its postulate structure. And he certainly isn't going to get involved with it. He isn't going to go around trying to drive himself mad, even if he could; he isn't going to do it. There's no point in it.

So to the non-compulsive games player, to the completely rational person, the person whose completed at least the first three Levels of TROM and understands this material I've given there and understands the nature of insanity and understands the IP state the whole subject of insanity is a toothless tiger. He no longer dreads insanity. He can sit there and try and go to China and not got to China simultaneously. It's a game. It doesn't mean anything to him. It's just another interesting game, a thing to do.

You know, try and go insane. I mean this quite seriously. Once you understand this material and you've cleared off your first three Levels of TROM, and are well on the way, you'll lose all your fear of insanity. Just like you'll lose all your fear of your bank, insanity will go too. You'll find this subject of insanity is not a dread, something you wake in cold sweat at 4 o'clock in the morning and wonder if you're going insane. No it's just a toothless tiger. That's the one thing you know that you're not going to do. Get it? So don't think that it's a terrible thing. That even a person, when they've completed all their TROM they've got to be very careful not to go insane. No there's nothing there. There's no charge on it. Put it this way, that by the time you've completed the five Levels of TROM you'll put yourself on an E-Meter and you can try your hardest to both go to China and not go to China and nothing's going to happen on that meter, except a little tick maybe. Nothing awful is going to happen. It will hardly read on the meter. So you're dealing with a toothless tiger I can assure you. There's absolutely nothing there.

The total danger of insanity is to the compulsive games player. To him it's a definite hazard. To the non-compulsive games player insanity's not a hazard, it's not even a problem. If he understands it, it's a joke. You know? It's a giggle. It really is, it's a giggle. And it's certainly a toothless tiger. There is no monster lurking there in the deep recesses of his mind ready to swallow him up. I'm giving you the last monster in the deep recesses of the mind, this fear that you will go insane. Well it's a toothless tiger. There's nothing there if you do your exercises, if you do Levels 1, 2, 3 of TROM plus then you know this material. Now I couldn't make it any clearer, could I? I couldn't make it any clearer than this.

IP and the Goals Package

Ok, now the example I've given you, the barber in the Barber of Seville is an example which is one of a postulate set but it's not an example of the use of this data on the subject on a true goals package as we understand it. Now I want to next give you the full data in terms of a goals package.

[Note: In a goals package the postulates exactly complement each other. For instance 'Must Sex' and 'Must be Sexed' or 'Must Eat' and 'Must be Eaten'.]

We'll pick up a general case. A general goals package, the XY goals package where say X is the 'To Blank' postulate and Y is the 'To be Blank' postulate. And we're now dealing with the general case in the XY goals package.

It's a postulate set still but it's a very specialised postulate set called the goals package. OK?

The 'To Blank' Postulate Goals Package

1. XY, to blank and to be blank (complementary postulates)
2. X(1-Y), to blank and to not be blank (conflicting postulates)
3. Y(1-X), to be blank and to not blank (conflicting postulates)
4. (1-X)(1-Y), to not blank and to not be blank (complementary postulates)

Now I want to give you all the reductions in the set and give you the symbolism as we go so you've got the whole picture. So there won't be any doubt in your mind as to what's happening. You'll be able to write it all down on a piece of paper and understand it.

Non-Compulsive Games Play

Now the person first enters into the situation there as a non-compulsive games player. He does this by making the postulate X is not equal to Y, $X \neq Y$, he makes that postulate.

[Note: $X \neq Y$ means the player must prefer one goal more than the other or there will be no game. If going to China and not going to China are equally unimportant you will not make a game to achieve either goal.]

If he doesn't make that postulate he could lose the whole set by complementary postulate because at any time he can accidentally make $X=Y$ and when $X=Y$ of course the whole set vanishes as I explained earlier. So to prevent this happening accidentally he simply makes the postulate that $X \neq Y$.

Now, let's expand that postulate and see what it looks like:

The postulate $X \neq Y$ becomes the symbolism $X(1-Y)+Y(1-X) \neq 0$

Now all that means is that at least one of those two classes has got members in it and therefore exists, and both of those two classes are games classes, you see? And while at least one of them exists then the whole set won't vanish.

So that little relationship there, that $X \neq Y$ holds the postulate set in existence, and prevents the whole lot vanishing by accidentally making the postulate that $X=Y$. Simply postulate that X is not equal to Y and from that point onwards the set remains in existence for you and you can then become a non-compulsive games player in that set.

Compulsive Games Play

Ok, so much for that. Now the person goes ahead, shall we say, as a non-compulsive games player and the games play becomes more and more important in the postulate set until eventually games play becomes compulsive. And at the point where it becomes compulsive it's made compulsive by the postulate that X equals not Y, or in terms of symbolism that X=(1-Y).

Now how does that look in terms of our symbolism? Well the set now looks like X(1-Y)+Y(1-X)=1 see the difference, before those two classes were not equal to zero now they're equal to 1.

[Note: When X(1-Y)+Y(1-X)=1 the player has raised the importance of games play or the need for game sensation to the point where only conflicting postulates are allowed between the opponents.]

While those two classes are equal to 1 they become the whole universe of discourse, the whole universe of the postulate set so therefore the complementary postulate classes of XY and (1-X)(1-Y), both of these classes can have no existence.

1. XY, to blank and to be blank (complementary postulates)
2. X(1-Y), to blank and to not be blank (conflicting postulates)
3. Y(1-X), to be blank and to not blank (conflicting postulates)
4. (1-X)(1-Y), to not blank and to not be blank (complementary postulates)

The only existence classes are the two games classes. So games play is now compulsive. The person has two games classes. He can occupy either one or the other. He's a compulsive game player with the option of either occupying X(1-Y) or Y(1-X).

[Note: The opponents are switching between their postulate and its negative as needed to maintain the conflicting postulate situation.]

Single Game Class

Now the games play continues in the universe until eventually the player suffers overwhelm of one of his classes. Let's say the Y class suffers overwhelm and in his own mind he considers he can no longer occupy that class. In other words, he considers now that Y=0. But as soon as Y=0 then (1-X) must also be equal to naught because remember he's made this postulate that X=(1-Y), which is the same as saying that Y=(1-X), so as soon as he loses Y, Y=0, he would also lose (1-X). So Y=0 and (1-X)=0. Both maintain.

[Note: When Y=0 the player can no longer hold the Y postulate. He moves to his only remaining postulate 1-Y, he is no longer interested in finding an opponent in 1-X and is only looking for an opponent with the X postulate.]

So he's now left with this single game class of X(1-Y)=1. He's now reduced it down to a single game class postulate set.

From this point onwards he's putting his sanity on the line every time he plays this game with these two postulates, because if he suffers overwhelm in the game and he loses the game he's going to go insane. The only place he's able to go is into the insanity class, into the IP's.

Insanity

Well let's say he succeeds for a while. But sooner or later by the very scheme of things he's going to get overwhelmed, and what's going to happen? Well, before we discuss what happens let's briefly just review the position:

He's made the postulate X≠Y.

[X is more important than Y or vice versa]

He's made the postulate that X=(1-Y).

[Compulsive games play begins]

He's made the postulate that Y=0,

[Can't hold the Y postulate any more]

And he's also got the postulate that (1-X)=0.

[Not interested in finding an opponent with 1-X]

And he's in a games class of X.

[The last postulate in the XY set he is able to hold]

That's his games class. Remember that's his last games class is X. He's got this other postulate there which is bonded to X because X=(1-Y). So he's got this other postulate of (1-Y) because (1-Y)=(1-X) so he's in this double class of X, (1-Y).

X is the game postulate, (1-Y) is the exclusion postulate.

Now that's his position. Now the opponents postulate is inexorably driving him from X into the (1-X). That is to say the opponent is inexorably bonding X to (1-X). In other words the opponent is driving him into the identification X equals (1-X). You see he can't leave X. That's his last haven. That's the last point he can go in the set. You see? He has no other place to go so he hangs on to that grimly. But inexorably he's being driven into (1-X) as well.

But this identification, X=(1-X), can't take place while he is still holding the identification X=(1-Y). Because if X=(1-X) and X=(1-Y) then (1-X)=(1-Y) and if (1-X)=(1-Y) then X=Y and the whole set will go. He'll lose the whole lot, the whole game will vanish and that is intolerable.

So that can't happen. He simply has to break the bonding to (1-Y). The identification that X=(1-Y) eventually breaks. He breaks that bonding. That snaps. He's now free.

The X is now free of the (1-Y) and the X bonds to the (1-X) and we have the identification X=(1-X), quite separate and free of the (1-Y) postulate. Meanwhile the (1-Y) postulate has been under pressure from the opponent to go into Y and for exactly the same reasons. The (1-Y) postulate breaks it's bonding with X and snaps into identification with Y, (1-Y)=Y and becomes the other IP in the set.

The set now reduces to X(1-X)+Y(1-Y)=1, with the player in the IP X(1-X). Now why is he in there? Because X was his last games postulate. That was his last sense of self identity. He was the games player using that X postulate so that's where he sticks and that's the IP he ends up in.

Can he move across to the other IP? No he can't do so. He can't move across to the other IP although it's still a part of the set, but he can't move across to it.

But to explain why he can't move across to it, and continue on with this tape we'll have to go onto a new tape. Because I'm running out of… I'm running off the end of the spool here.

End of tape

Upper Level : Tape 2 – Insanity Point, Part 2

3rd July, 1994

This is the 3rd of July 1994 and this is the second tape in the sequence where we are discussing the subject of insanity, IP's etc. This tape is a direct continuation of its predecessor and should always be accompanied by its predecessor, for obvious reasons.

We have discovered the IP set of X(1-X)+Y(1-Y)=1 and it is necessary at this stage to discuss the qualities and nature of this IP set and I hope to be able to answer questions on this subject of the nature of this IP set in what follows.

The first question we must take up is the one that's hanging fire from the last tape and that is the question of whether the person stuck in the X(1-X) IP can move across to the Y(1-Y) IP, and I said that he cannot do this and we now have to find out why this is so.

When working with IP's in logical analysis it is a very useful ruse de guerre (trick of war) to substitute in place of the little IP another symbol.

For example, if instead of the IP set that we have there, we replace it with the set of A+B=1, where A = X(1-X) IP and B = Y(1-Y) IP so we're now using a substitution set. Now the interesting thing is that when we use this substitution, of course, we have now left the Insanity Class and were back into reason again, because this A+B=1 set can be manipulated in logic, in terms of reason again.

So we're back on the main road and it saves wear and tear on the mind and it saves wear and tear on the fingers writing out all these little X's and Not-X's all the time. So it's quite legitimate to do this. So the question arises now that we've got an A+B=1. Well we know from when I mentioned the subject of interpreting A+B=1 in logic.

Remember I said that we have to find out whether it's the inclusive or exclusive "OR". That in the A+B=1, the A and the B are quite disjunctive, they're quite separate from each other and we just want to find out how much separation there is.

You see the problem is that you can write A+B=1 and it can either mean that the class AB plus the class of A and Not-B and the class of B and Not-A = 1 or it might simply mean that the class of A and Not-B plus the class of B and Not-A =1.

Now both of those can be expressed in terms of A+B=1. You see the problem? One is the inclusive OR and the other is the exclusive OR. One includes the possibility of both A and B, as a common class and the other one excludes the possibility of both A and B as a common class.

So our problem here is to find out, with these IP's and the question, "Why can't the person move from one IP to the other?", can this common class of both IP's exist? Well let's put it together.

The AB class becomes, in terms of the IP's. It becomes X(1-X)+Y(1-Y)=1. That becomes that class. It's a separate class so we must make it equal to 1.

And when we look at this class, we immediately see that if that is so then X=Y, and (1-X)=(1-Y). But that can't hold, because the person, remember, the games player in his descent down through into compulsive games play has postulated that X≠Y, he has to make this postulate otherwise he'll lose the whole set, if he accidentally postulates that X=Y. You see that?

So his old postulate of X≠Y is still running so that prevents the common class of the two IP's from existing. So that class is equal to zero. Now let's go over the AB set, because it's easier to express there, it now becomes A(1-B) + B(1-A) = 1. It's the exclusive OR. So the person is either in one of the IP's and not in the other IP, or is in the other IP and not in the first IP.

Now that is a simple double bind. I refer you to the double bind technology *[see previous lectures: The Exclusion Postulate & Bonding]*. It's exactly analogous to the example I gave you in the double bind tech of the young man who couldn't get a job because he was inexperienced.

You remember that double bind on an earlier tape? Well this is a similar thing, it's a straight forward double bind and it locks the person in the IP that he was in when he went into the IP state. In our example the person, remember, his last game postulate was X. So he goes into the X(1-X) IP. And the other IP although it is in the set still, it's not available to him. It's over that way and he can't get to it because he's locked out by the mechanism of the double bind. So that answers that question.

If you follow this through you see the reasoning behind that.

Twin IP's… TIPS

Now before we proceed any further we ought to name this baby we have our hands on. We've got two IP's with a plus sign in between them and they're equal to 1. We ought to name this. Well, we do have a name for it in TROM, we call it a TWIN IP. And the initial is TIP. That is T I P. TIP, it means Twin IP's.

Twin IP's. And its initials are TIP, usually with the S because it's plural they are Twin IP's...TIPS. So henceforth when I refer to Twin IP's what I mean in the general case, the IP's X(1-X)+Y(1-Y)=1 that's what I'm referring to when I'm talking about the Twin IP's.

Four Characteristics of the IP State

Now we're in the fortunate position in TROM of being able to define these TIPS. This state of Twin IP's. We're able to define it, which virtually means that we can define the IP state. There are four characteristics to the IP state, which do define it. And if a person manifests these four characteristics then he is in the IP state. And if he's in the IP state he will manifest these four characteristics.

So it's a definition of the IP state I'm going to give to you now. And it's something you should know if you want to understand this upper level tech in TROM. You should understand this definition of the IP state.

The First Phenomena – Identification

Now the first of the characteristics of the IP is identification. In the IP state a postulate is identified with its negative. A postulate is identified with its negative. Now that is the first of the characteristics. It's quite self explanatory and it's quite obvious, and you can see it in terms of the symbolism and you can see how it's comes about. So I don't really have to say any more about that at this stage.

The Second Phenomena – Motionlessness

Now the next characteristic of the IP is motionlessness. That is lack of motion. Now let's discuss this briefly. Quite clearly if a person is operating upon a postulate and it's negative he's in a state of motionlessness.

For example, if a person is both striving to go to China and striving to not go to China he isn't going any place. He is in a state of absolute stillness. He isn't moving. And why is he in a state of stillness? Well the two postulates there are simply contradicting each other. One is the exact

contradiction of the other. And so they stop each other. They simply stop each other BANG. Right there, BANG. Get it?

So there's no motion in the IP state. There's no motion. It's a state of motionlessness. It's a stop motion. It's a point of stop motion. There is no motion in the IP state. If you don't believe this you should get the idea of trying to go to China and trying to not go to China simultaneously.

And you will quickly realise that while you're holding these two postulates you aren't going any place. It's not that you can hold those two postulates and while holding the postulate to go to China and holding the postulate to not go to China you can then go to South Africa.

No, no you can't do that. While you're holding the postulate to go to China and the postulate to not go to China you can't go to South Africa. Why not? Because it contradicts the postulate to go to China, get it? So that is the second of the characteristics of the IP is motionlessness. No motion. Complete lack of motion.

The Third Phenomena - Timelessness

Now the third characteristic of the IP is timelessness. Or if you like there's another name for it, we also call it a 'time stop'. Essentially it's a state of timelessness. Actually this stems from the motionlessness, but this is the way it works out. Every postulate has a time component to it. Time is required in order to put a postulate into action.

So the being in the universe, when he's playing games with the postulates, he's always creating a little time, even if he is doing it automatically and unknowingly. He is always endeavouring to create a little time in which to fulfil his postulates. So he keeps doing this continuously and hence the whole universe jogs along through time. You see that?

So, there's a time component to every postulate and without the postulates there could be no time component. The time component vanishes when the postulate vanishes. The time component vanishes because the time is bound in to the universe. The time is built into the postulate structure of the universe. As I've said many times, this universe only consists of life and postulates, but the postulates need time in order to fulfil themselves.

So if you're in a state where there are no postulates then there is no time. It does follow there. But we know that the IP state is a state of no postulates. Remember that if X(1-X)=1 then X+(1-X)=0. Both the X and the 1-X are zero.

So in the IP state there's no postulates and therefore there is no time. There is no time in the IP state. There is a timelessness. Actually it's more of a time stop. What happens is time jogs along right the way up to the point that the postulates went into IP and time stops at that precise instant. It's a time stop rather than the timelessness, but we refer to it as timelessness the IP state. But the onset of the IP state is the time stop, that's where time stops.

And this is quite well known in the field of psychiatry, that a person will actually go insane at a certain moment in time. They may stay insane for six months or a year and maybe they get some treatment or maybe for any number of reasons suddenly the person snaps out of it and they look around and say, "Where am I?" and they say, "Well you're in this institution." And he says, "Well what date is it?" and he's got a whole year missing out of his life.

Time stopped for him, you see, at the point where he went into the IP state a year previously. Now he's come back out the IP state and he's now back into the sanity again. This is so common in psychiatry that it's documented.

If you read up books of psychiatry and the treating, of the insane and so forth it's very common. And people have memory lapses where they go into insanity and for a period of time they have no memory of the period inside the insanity. They come out of it and they've lost a period of their life. The doctor says, "Can you remember being in here for a year?" and he says, "No, the last thing I remember was receiving that telephone call from Uncle Ben, and after that there's nothing. I don't recall anything." "Ah, yes," says the Doctor. He understands. "Yes, yes… you've had a nervous breakdown."

He's been insane. He's been in the IP state and now he's snapped out of it. So there's a time stop there, in the IP state. Now I don't have to remind listeners to this tape who have studied the subjects of Dianetics and Scientology about being stuck. They know all about this subject of being stuck on the time track. I would refer you to the connection between this material that I'm talking about now, the IP's being stuck in time and the fact that a person can be stuck on the time track. So I just point it out at this juncture that there is a connection between being stuck on the time track and the IP state.

You can be stuck on the time track for other reasons than IP's but sure as hell if you went into an IP state you'll be stuck there. That's where your attention will be stuck. It will stick your attention because there is no time in the IP state. If a person went into the IP state and then came out again there will be a little time stop there which would hold his attention at that point in time.

We'll discuss this a little more when we're talking about sensations. At this juncture I'll just remind you that the phenomena does exist and to relate this subject of time stop and timelessness of the IP state to what you know of being stuck on the time track and the engram bank.

The Fourth Phenomena - Mass

Now the fourth phenomena that characterises the IP state is the phenomena of mass. Now I won't go in and talk about this because I'll be discussing it much more fully when we talk about sensations and the anatomy of sensations. So at this stage just bear it in mind the fourth characteristic of the IP is mass.

Characteristics Necessary and Sufficient to Define the IP State

So there we have the four characteristics of the IP. The identification between a postulate and its negative, the subject of motionlessness, timelessness and mass, they are the four characteristics and they do define the IP state.

They are necessary and sufficient to define the IP state. By that I mean that there may be many other characteristics of the IP state but those four are necessary and sufficient to define it. Right, now various questions are going to arise from the last section of the preceding tape. We now have a person in the Twin IP's X(1-X) and there's the other IP of Y(1-Y). You've got these Twin IP's and these are equal to 1, and the person's either in one or the other but they're stuck in the X one, the X IP. And the immediate question comes to mind that a person's going to say, "Well wait a minute Dennis. Hold your horses. Didn't you say that Y=0 [Y is an empty class].

Isn't that a part of the compulsive games play that the person went into when he reduced his goals package, his postulate set down to a one game class he postulated that Y=0 and he postulated that (1-X)=0.

And now you've got Y reappearing in one IP and (1-X) reappearing in the other IP. How do you account for that Dennis?" Well very simply. I'll draw your attention to the fact that in the IP state when X(1-X)=1 then X+(1-X)=0. So in the IP state all X, (1-X), Y and (1-Y) are all equal to naught. [They're all empty classes] See?

So that there's nothing there in terms of reason, you're looking at a different state. You've moved from the state of rationality into a state of irrationality. I know it's peculiar. And you say, "Well if none of these postulates exist then how come we're equating them to 1?" Well, by convention, we are saying that these exist in the insanity state. You see that? Otherwise we can't use the logic. But you must bear in mind that all the postulates in the IP state are equal to zero. It's a direct deduction from the fact that it's in an IP state. The IP state is impossible in terms of reason, you see? It's quite impossible.

Therefore the postulates don't exist. [Chuckle] Obviously.

So that answers that question of how come the person can be in the IP X(1-X) when he's previously postulated that (1-X)=0. But when he goes into that IP he postulates X=0, too. The whole lot goes, when he goes into the IP. So that answers that query.

[Note: If the person is in the insanity state he is still trying to go to China and not go to China but time has stopped. He is not moving either direction, so the postulates are not functioning. By convention they are shown as being there only because that is the last postulate the person was working on and marks where he is stuck.]

Social Aspects

Now a few brief words on the social aspects of what we're talking about here. When a, so called, sane person meets an insane person the first response the sane person has is to believe that the insane person is playing a game, he's putting it on. And he's inclined to sort of slap him on the back and say, "Ok, that's very good… ahh… that's a good game. Ok, now snap out of it and talk to me."

It takes him some little while to grasp that the insane person is not putting it on. It's not an act. He actually is the way he is and it's not a sham, it's not a front. It's not something he is putting on consciously and can put on and take off at will. He's stuck in it. And the strange logic of the insane is something the insane person is stuck with. And once the sane person or the so called sane person realises this, he's abhorrent of insanity, so he pulls away from it as if it's the plague. And it's no exaggeration to say that the study of insanity is the most difficult of all studies that a person can undertake.

Working with the insane burns out more psychiatrists than any other field of medical practice, the burn out rate amongst them is absolutely incredible. It's a very trying occupation, for a sane person to try and understand insanity. And this is largely because of ignorance of the state.

Now we in TROM we are no longer in ignorance of the state of insanity we do know it's postulate structure. When you see a person who is insane you know fundamentally that they've got a postulate, you don't know what the postulate is, but somewhere they have a postulate and they're trying to operate on that postulate and it's negative simultaneously.

That is what they're trying to do, and that is why they're insane, and they are locked in this state. The alternative to being locked in this state is even worse than the state that they are in, you see that? Like the barber in the Barber of Seville, he goes insane but the alternative to going insane was even worse, he would be executed.

And that was even more intolerable than the insanity. And this is true for every insane person. There is an alternative but it's always worse than the insanity so they choose the insanity rather than the worse option. Now this abhorrence of insanity is so intense, this pulling away from insanity that I expect people to have enormous difficulty understanding the material on this tape.

Even people who've completed the first three levels of TROM are going to have some difficulty understanding it. I know this because I had difficulty understanding it when I first discovered it. And so, I make no bones about it, I found it an incredibly difficult subject to work in, to get the basics out.

The rational mind simply abhors the IP state. It abhors insanity. It's the complete antithesis of rationality. You see? The rational mind works on the proposition that X(1-X)=0 and the insane person is working on the proposition that X(1-X)=1. And it's a complete contradiction. You couldn't be more contrary to the rational mind. It's the complete antithesis to the rational mind.

And the rational mind abhors it and shuns away from it. So I won't be surprised if anyone hearing this tape thinks that I've lost my marbles.

That Dennis Stephens has finally gone mad with his TROM. That would be one extreme reaction to listening to these tapes and the other, the most moderate reaction, would be that a person would have incredible difficulty understanding what the hell I'm talking about.

The Mind Abhors Insanity

Even those who are familiar with logical analysis, you know, familiar with Boolean algebra and don't have any problem with the symbolism. Unless they're well advanced in TROM, well advanced through the levels, they're going to have some difficulty grasping this material, simply because the mind abhors the subject of insanity. You've only got to look at the history of the way we treat the insane. All down history the minority class of humanity that has been treated the worst during the whole of history has always been the insane. No minority group has been treated like we've treated the insane. Even in this century we've been hacking their brains out with ice picks and subjecting them to violent electric shocks all under the name of helping them. I mean, how on earth do you expect to help a person when you're subjecting them to violent electric shocks and hacking bits of their brains out? Gives you some idea of the abhorrence the rational mind has of insanity and the fact that the state is simply not understood. You think of the worst things that it's possible for a group of people to do to a minority. The very worst that a majority group could do to a minority group then you pick up a history book and read back through history and you'll find that somewhere, sometime a majority group has done this to the insane. No exceptions. They've done it. It's there on the track. All the horrors have been done to the insane. No minority group has been so badly treated by mankind as are our insane brothers and sisters.

So don't be surprised if you yourself listening to this material find it difficult to grasp, if you find yourself shuddering away from it, if your tendency is to say, "Well, this is interesting but Dennis is probably wrong." And so on.

Well I can assure you that Dennis isn't wrong. What I'm giving you is correct. It is correct. As I said right at the beginning of this material that I discovered this stuff some years ago, and I put it on the back-burner. I thought, "I just want to be absolutely certain of this before I mention it to anyone."

But as more and more data piled up it became obvious that this is exactly right. This is exactly the way it is. And all I've done over the years is perfect the technology. A few years ago I couldn't have presented it in such a coherent form as I can present it now. I've rounded it off in the last few years. But essentially it hasn't changed, it's still the IP technology, the upper tech of TROM.

The subject of the IP is the subject of insanity and also finally an understanding of this subject of sensation. In order to help people to understand the IP state I will give you another postulate configuration. Another way of looking at the subject of insanity, and another way of looking at

compulsive games play, as a more diagrammatic representation, which may make more sense, may help more people to grasp what I'm getting at.

Compulsive Games State

Now first of all, I'd like to give the diagrammatic representation of the compulsive games state. Now this is a state where we're still discussing the XY set, and the postulates that are holding are X≠Y and X=1-Y or more precisely in terms of our symbolism X=(1-Y).

That is the compulsive game state. Now we can represent this as a matrix, a diagrammatic. There is a way of doing it diagrammatically which may be of assistance to you instead of seeing it in terms of the logical symbols.

Some people's minds do better with diagrams than they do with symbols. It's the difference between the geometer and the algebraist. The algebraist works best with symbols and the geometer works best with pictorial representations.

So here we go, let's see if we can express this compulsive games state diagrammatically. Let's imagine a square. Ok now in our square in the top left hand corner of the square we put the symbol X. In the bottom left hand corner of the square we put the symbol 1-Y, in the top right hand corner of the square we put the symbol Y and in the bottom right hand corner of the square we put the symbol 1-X. Ok?

X		Y
1-Y		1-X

And there we've got our square with four corners and there's a symbol in each corner. Then between the top left hand corner symbol, the X, and the bottom left hand corner which is a 1-Y we put an equal sign so we have X=1-Y. Then between the bottom left hand corner symbol 1-Y and the bottom right hand corner symbol of 1-X we put a not equal sign. Then between the bottom right hand corner symbol of 1-X and the top right hand corner symbol of Y we put an equal sign. And between the top right hand corner symbol of Y and the top left hand corner symbol of X we put a not equal sign.

X	≠	Y
=		=
1-Y	≠	1-X

Now if you look at that and examine it you'll see that it's virtually saying that X is not equal to Y, 1-X is not equal to 1- Y, Y is equal to Not-X and X is equal to not Y and that defines the compulsive games state.

IP State

So there's that one. When you've got that written down put that to one side. That's the diagrammatic representation of the compulsive games state. I'll now give you the diagrammatic representation of the IP state.

Put up your square and in the top left hand corner we have an X symbol, in the bottom left hand corner this time we have a 1-X symbol and in the top right hand corner we have a Y symbol and in the bottom right hand corner we have a 1-Y symbol.

X		Y
1-X		1-Y

Now working our way round from the top left hand corner, between the top left hand corner symbol of X and the bottom left hand corner symbol of 1-X we put an equal sign. And between the bottom left hand corner of 1-X and the bottom right hand corner of 1-Y we put a not equal sign. And between the bottom right hand corner of 1-Y and the top right hand corner of Y we put we put an equal sign. And between the top right hand corner of Y and the top left hand corner of X we put a not equal sign. And this defines our IP State.

X	≠	Y
=		=
1-X	≠	1-Y

We have X is equal to 1-X and Y is equal to 1-Y and X is not equal to Y and Not-X is not equal to not Y. Now that is our IP state. Now when you examine those two squares carefully and you'll notice that all that's happened, the only difference between the two is that the bonding has changed. The X has changed its bonding.

Instead of being bonded to 1-Y, X is now bonded to 1-X and Y instead of being bonded to 1-X is now bonded 1-Y. It's a change in the bondings or the identifications, more strictly speaking, the correct word I should use would have been identifications.

Double Bondings

This is a double bondings. But the double bondings have changed. And that is the only difference between those two squares. Now if you can understand that and grasp that you can see the very essence of the basic difference between compulsive games play and insanity. There's just that simple change of bonding. If you can grasp it, it will go click in your mind and you've got it. You'll see it instantly and all the mystery about insanity will vanish out of your mind. You'll see it clearly, just a simple flip of bonding from the compulsive games state to the IP state. And that's what happens to the unfortunate compulsive games player, his bonding flips. And he flips into the insanity bonding. Then he's gone. He's gone into insanity.

Just to round off and complete your diagrams under the diagram for the compulsive games state we'll write the symbolism for it, which is :

X	≠	Y
=		=
1-Y	≠	1-X

X(1-Y)+Y(1-X)=1

with X≠Y and X=1-Y

The Compulsive Games State

Alright now under the diagrammatic representation the square for the IP state we'll write in the symbolism for that which is:

X	≠	Y
=		=
1-X	≠	1-Y

X(1-X)+Y(1-Y)=1

with X≠Y and X=1-X and Y=1-Y

and lest you forget it X(1-X)=Y(1-Y)

The IP State

That final identification is just to remind you that there is a double bind there.

[Note: the formula for the double bind is X(1-X)=Y(1-Y) which reads the insanity point for X is bonded to or equals the insanity point for Y.]

The Sanity Loop

Now on a previous supplementary lecture I introduced the subject of The Loop. And this is a very useful piece of information in this context of sanity and insanity because it gives us the clearest difference between the subject of insanity and the subject of sanity. In other words, we can express sanity in terms of the loop and we can express insanity in terms of a loop. And once you put them side by side and compare them you immediately see the difference between sanity and insanity.

Now let's give you first what we shall call the sanity loop. Now there's three parts to the loop, like any loop, and the first part is the postulate and the postulate that goes with sanity is the postulate that a thing is itself.

A thing is itself. And that is expressed by X=X. Now another way to express that postulate is to say that a thing cannot both exist and not exist simultaneously, and that is expressed by X(1-X)=0. Now another way to express that is to say that a thing either exists or it doesn't exist. And that is expressed by X+(1-X)=1.

[Note: The three elements of the loop are the Possible X+(1-X)=1, the Impossible X(1-X)=0 and the Identity Postulate X=X.]

All three of those elements are identical to each other and are simply various methods of saying the same thing. If you were to think about this very carefully and very closely and ponder it and look at those three carefully it would begin to occur to you that they are exactly what they say they are, that they are different methods of saying exactly the same thing.

So much for the sanity loop.

The Insanity Loop

Now let's have a look at the insanity loop. First of all we will look at the postulate. Now the postulate in the insanity loop is "a thing is its absence" and this is expressed by X=(1-X). Another way to say this is to say that a thing both exists and doesn't exist simultaneously, and that is expressed by X(1-X)=1. Now another way to say this is to say that neither a thing nor its absence exists, and this is expressed by X+(1-X)=0.

[Note: The three elements of the Insanity loop are the Possible X(1-X)=1, the Impossible X+(1-X)=0 and the Identity Postulate X=(1-X).]

Now just as in the sanity loop, all the elements in the insanity loop are identical to each other but there is one difference here, there's one difference between the two loops, in this respect, in the sanity loop, not only are all the elements in the loop identical to each other but all the elements in the sanity loop are true in this universe.

Now, in the insanity loop all the elements in the loop are identical to each other but each of them is false in this universe. The sanity loop is the very essence of reason in this universe. The insanity loop is the very essence of unreason or insanity in this universe. Now the rationale behind that last statement is a very simple one. The sanity loop, the element X(1-X)=0 is a valid deduction from the basic law upon which this universe is constructed, therefore that element is true in this universe, therefore the other two elements in the sanity loop are also true in this universe because they are identical to the first element, and the identification is a true identification.

In the insanity loop on the other hand, every element of this insanity loop is a complete contradiction of its partner in the sanity loop and therefore it's false in this universe, even though the internal identification between the elements of the insanity loop is a true identification.

Now, as I said earlier, if you duplicate exactly what I've just said on this subject on the difference between sanity and insanity you will have the clearest possible understanding of the difference between these two subjects in this universe.

Now, sooner or later, somebody's going to raise this question and say, "Well, how can you be sure Dennis that the insanity postulate is X=(1-X) and that the insanity postulate is not X≠X?" The answer to that question is very simple. The insanity state depends upon the postulates of X=(1-X). They have to both be of the same intensity for the state to occur. And that can only happen when X=(1-X). If we simply say that X≠X that isn't sufficient to give us that identification.

The identification may be there but it's not implied. But once we say X=(1-X) we're definitely saying the intensity of X is identical to the intensity of (1-X), and that is necessary to the insanity state. The insanity state does not occur unless a postulate and its absence or a postulate and its negative are both being held with exactly the same intensity.

Now once you have X=(1-X) then the rest of the loop follows. Everything else in the loop follows. You get that? The postulate X≠X simply is insufficient to establish the insanity state in this universe. What it establishes I don't know, but it certainly doesn't establish the insanity state in this universe. It's simply not a strong enough postulate to establish it.

There is definitely an identification in the insanity state. The insanity state like the compulsive games state is a compulsive state. There is identification in the state. So it requires to be based upon a postulate which has an identification in it, and the postulate X≠X contains no identification.

So from that viewpoint there's another angle from which you can understand it. The postulate X≠X is insufficient for our purposes here, because the insanity state like the compulsive games condition which precedes it in life, and from which it is derived is itself a compulsive condition and contains identifications all of which happen to be false.

Now I think we've picked our way through the mine field very carefully and precisely. From this point onward it gets easier. If you can understand it up to this point you've got the subject of insanity understood. And the whole subject of the IP and Twin IP's and so forth is within your grasp. And the rest of this material is easy. We're over the hump in other words.

Now it's necessary from this point to be very clear what we mean when we talk about insanity in relationship to a person in therapy.

Brain Damaged Persons and Insanity

We've got to now talk about some aspects of human case conditions. There is such a thing as a brain damaged person. Now this is a medical fact that people can develop brain damage which can affect their behaviour. Some people can be born brain damaged and their behaviour will be affected by this brain damage for the remainder of their life.

Now some types of brain damage produce in the individual manifestations and characteristics which appear to be identical to insanity. And for all we know the individual, the spirit manifesting there, may also be insane. You see we've got the spirit and we've got the body. We can have a rational spirit trying to function through a brain damaged body and therefore giving the manifestation of being insane.

Or we can have an insane spirit manifesting through an undamaged brain and giving all the manifestations of insanity. But we can also have this state of affairs of an insane spiritual being manifesting through a brain damaged body, and again manifesting insanity. This will be very rare indeed, now all these three possibilities can occur. Or there's the fourth possibility of a rational spiritual being operating through an un-brain damaged body. That would be the fourth possibility, and that completes the whole set now. That would cover all the possibilities.

Now it must be clearly understood that when I'm talking about this subject of insanity I'm only talking about the spiritual being and his postulates. I'm not talking about brain damage. Brain damage is a medical phenomenon. If you wish to know about brain damage you should go and consult a doctor and consult the medical textbooks, consult the literature on this subject which is quite extensive. Medicine knows one hell of a lot about the symptoms of brain damage. We know an awful lot about it. But, I give you this advisedly, don't make the mistake of assuming that a brain damaged person is insane just because they manifest very peculiar behaviour.

The human spirit behind it may be insane or may not be insane. And you cannot prove his state of sanity or insanity if he happens to possess a damaged brain. You simply won't be able to determine it by his behaviour if he possesses a damaged brain. Now do you understand that? On the other hand our mental hospitals are full of individuals, who, to use the vernacular, are as nutty as a fruit cake and there is nothing wrong with their brains at all.

You subject their brains to every test known to medical science and their brain cannot be differentiated in any way from the brain of a sane and rational human being. There is nothing wrong with this person's brain that any medical detection can determine yet the person is as nutty as a fruit cake. They are insane. Now that is the sort of insanity I'm talking about.

That here we have a spiritual being whose insane and that's the subject we're talking about. We're dealing with the human psyche; we're not dealing with the human brain. Unfortunately diseases

of the brain or injuries to the brain or malfunctions of the brain can produce behaviour, which superficially look like insanity, looks like insane behaviour.

So you see that this subject of brain damage muddies the water up, doesn't it? It muddies the water considerably. If you want to deal with the insane, the first thing you better find out, if you want to deal with a person that superficially gives the manifestations of insanity, you better go and have them thoroughly examined by a medical doctor. Put them through all the tests known to medicine, x-ray their brain and so forth, the whole works to find out if they are suffering any brain damage.

If this person is not suffering any brain damage whatsoever, then you will know for certain, for absolute certainty that the procedures that we use to handle insanity in therapy, will benefit this person, will snap them out of the insanity. We know this for absolute certainty. But if this person, who manifests insanity, has all these tests done on them and the tests determine and show quite clearly that this person is brain damaged then you do not have this guarantee. You do not have the guarantee.

The therapy will certainly improve the person but we don't even know that we're dealing with an insane spiritual being, it may be the case that we've got a rational sane spiritual being trying to operate through a brain damaged body in which case the techniques we're running are inappropriate. You follow me? Bear in mind the four classes that I gave you.

- You've got a sane being operating an non-brain damaged body
- You've got a sane being operating a brain damaged body
- You've got an insane being operating a non-brain damaged body
- Or it can be an insane being operating a brain damaged body

You see a person that's manifesting insanity, well the only thing you know for sure when you see an insane person, a person manifesting insane behaviour, is that this person isn't in the class of beings that is a rational being occupying a non-brain damaged body. He can't be that class, but he may be in one of the other of the three classes. You don't know. You have to subject this person to medical tests to find out if their brain damaged, and if it turns out they have no brain damage we know then for sure that the insanity must be to do with the human spirit and our therapy techniques for handling insanity will work.

But we don't have this guarantee in any other circumstances. If this person is brain damaged our therapy may or may not help the person. It probably will help him but we have no guarantee. Simply because we don't know about this variable called brain damage.

CCH's (Control Communication Havingness)

Now what are the techniques to best help the insane person. What are the techniques we use? Well they are the CCH's. CCH 1 to 4.

The four CCH's as given out by L Ron Hubbard back in the late 1950's, about circa 1957, round about that period. He developed these 4 delightful little CCH procedures there.

And I mentioned in the write up any person who cannot pass Level 1, cannot pass the test in Level 1 of TROM, requires running the CCH's with a separate therapist. They should run the CCH's with a separate therapist until such time as they can pass the test in Level 1. It's quite distinctive, once those CCH's have gone flat on them they will pass the Level 1 test providing they're not brain damaged.

Get that proviso, providing they're not brain damaged. If the waters are muddied up and you've got a brain damaged preclear, well, I don't know? Your guess is as good as mine. My entire speciality is in the human spirit, the human mind, the human psyche, I'm not an expert on brain damage. So you will have to go and consult elsewhere to find out how to handle brain damaged people. I'm not an expert in that field so I can't help you.

Now this tells you that from a common sense point of view if you've got some preclear that's manifesting a high degree of irrationality and has done so for some years and you want to take this person on in therapy well for god's sake get this person tested for brain damage before you do anything. Just find out what you're dealing with. If the tests say the person is brain damaged, well you know then where you stand. If the tests turn out that the person is not brain damaged well, ok that gives you some confidence that your CCH's, and so forth, are going to eventually get the person up to a point where they can pass Level 1 of TROM. Then they will be able to run solo. You get it?

But if a person is brain damaged you don't have this assurance. I don't know what's going to happen. You run CCH's on a brain damaged person. I don't know. I've got no data on it. Don't think they've got any data down at the Church of Scientology either. My best guess is that the techniques would benefit a brain damaged person, but certainly, I'd be very surprised if it did anything to cure their brain damage.

If the CCH's cured their brain damage, I'd be very surprised to hear that. But it would no doubt benefit the person. It certainly wouldn't harm them. But don't expect a brain damaged person to ever, and this is the point really, this is the bottom line, don't really expect the brain damaged person to ever be able to TROM solo. You know? Just don't expect it. You may be able to help them with the CCH's but it's doubtful if they would ever pass the Level 1 test to be able to get onto Level 2 solo. They might, but I think you could consider yourself very lucky if they did or their brain damage would be very minor.

But as I say, if you're dealing with a brain damaged preclear you're on your own mate. You're on your own. It's not my speciality. I can only advise you, but I must tell you I'm not an expert in that field. But I am an expert in the field of the human spirits who are operating bodies which aren't brain damaged, I do know a lot about those.

I can help you in that area, but I can't help you much in the area of brain damaged human beings. You should go and consult with medical specialists on that subject, they can tell you much more than I can.

What do CCH's do?

Well, let us consider a person that is an insane spirit or a person who needs the CCH's run. Let's just say we have a person who can't pass the test at Level 1 because the human spirit is insane, but this person has no brain damage, let's take that case. That's an area we can talk about. What is it about these CCH's that would break insanity in the insane spirit and return the spirit back to a rational state?

What is it about these CCH's? Well the CCH's are saying to the person come to present time, come into the present time "Now" universe. Come into now, and come into now, it keeps saying, come to present time, come to present time. It's quite safe here. It's quite safe to come into present time. Come into present time.

And the person eventually gets pulled in. They realise that this universe is safe to be in and once they come into contact with this universe again, they come into contact with the basic law of this universe. And once they come back into contact with the basic law of this universe they come back into contact with the rational loop again. And they snap out of the insanity and snap back into the sanity condition.

Now it's as simple as that. You've got to say to them "Come to present time, come to present time." Ron Hubbard knew this all, many years before he developed the CCH's. Ron used to talk about this in early lectures in Scientology. I've heard him say this many times. He was right, too. He said that you could walk through an insane asylum, and just go to every patient one by one and say, "Come to present time." Just snap your fingers in front of their faces to attract their attention and say, "Come to present time." He said. And some tiny, some small percentage of those people will immediately regain their sanity, and walk out of the asylum, absolutely sane.

Ron used to say that, and later he developed the CCH technique, and they were a highly specialised and highly mechanical way of saying to the person, "Come to present time". They would get the person into present time, so that the insane person could come back into agreement with the postulates of this universe. And once they come back into agreement with the postulates of this universe the insanity is broken, because in this universe rationality is a deduction from the basic postulates upon which this universe is constructed. You see? They go

back into what is reasonable in this universe so their insanity breaks, because their insanity is unreasonable compared to this universe. You get it?

That's why the CCH's work when they work. Look there is nothing magical about those CCH processes they're just a systematic and precise way of saying "Come to present time", "Come to present time," "Come to present time," "Quite safe here," "Quite safe to go back into agreement with this physical universe."

And the person eventually comes into present time, comes into agreement with the universe. Ceases to go into the strange weird logic of the insanity state and starts to adopt the rationality of the universe.

Starts to go into X=X, things are what they are. A thing cannot both exist and not exist simultaneously. And a thing either exists or it doesn't exist. Starts to adopt this approach, which is rational reasonable reason in this universe. Starts to adopt that and their insanity vanishes, get it?

Case State after Insanity

Now finally on this subject of insanity what sort of condition would we expect the person's case to be in when an insane person becomes sane in therapy by the use of the CCH's? What sort of case condition? Where would we expect to find them? Well we would expect to find them as a compulsive games player.

You see the cycle goes, that the person goes from compulsive games play into insanity, which is itself a compulsive condition. So we give them therapy, run the CCH's on them and we snap them back into sanity again. Well where are they going to be? Well they're going to pick up life where it left off, they're going to pick it up at the point where they went insane.

So, in other words, they're going to be a compulsive games player. So that's where you would expect to find them. You would expect to find the person as a compulsive games player. So bear that in mind, it's a useful little thing to bear in mind, that when the insane regain their sanity they go into compulsive games play.

So, as we know the compulsive games player is at risk of going insane. You better not leave the person there. You run the CCH's on this guy and you've got him sane, and you've got him up to compulsive games play, and so you say, "Oh, ahh… well I can now quit."

No you can't because while he's a compulsive games player he's at risk of going insane. He'll be back in the soup again, in six months, a year or five years. He'll go back into the soup again. He'll be back into the insanity state if you leave him as a compulsive games player.

You got to go further than that. He's got to be a non-compulsive games player. You have got to get him out of that. Take him out of the risk area, take him out the area of risk of compulsive games play. Take him up to a point where he is no longer at risk. In other words he's got to

complete the first three Levels of TROM. You've got to proof him against insanity. Then it's safe for him to quit. He can quit at the top of Level 3 of TROM. It's safe for anyone to quit therapy there, quite safe. They can quit at that point, because they're a non-compulsive games player, and they're not going to go insane at this point.

So don't turn a person sane in therapy and then leave him as a compulsive games player. That is a definite flunk. It just simply isn't fair to the person. You fished him out the soup. You've left him standing on this rock and then you go away and abandon him. Well he's going to slide off the rock and back into the soup again isn't he, you know. He's going to fall off the rock back into the sea. You got to fish him right out onto dry land and dust him off and dry him off and get him all squared around so that he's no longer in any danger of falling back into that ocean again called insanity.

That means turning him into a non-compulsive games player. And that means running the first three levels of TROM on him solo. He's got to run them solo. He'll pick up Levels 2 and 3 solo. Finish the job solo. Then he's proofed.

Separate Therapist

Bear in mind a person's not proofed against insanity if they run Level 1, 2 and 3 of TROM with a separate therapist, that doesn't proof them against insanity. Note when I say they're proofed when they run the first three levels of TROM solo. That they complete to the top of Level 3 solo. In other words they follow through exactly as I've given it. Follow that? Good.

Becoming Aware of the Structure of Insanity

Now every person as they run through Level 5 of TROM, will, just like I did, start to become curious about the subject of insanity and then start to pick up the structure of insanity and start to get the anatomy of it. It won't happen suddenly over night. They'll start to become curious about it and left to themselves if they stay with Level 5 long enough they will get the whole anatomy out. They will get the whole lot out all by themselves eventually. They might not discover it in exactly the same words and in exactly the same way that I put it together, because they might not be of the scientific bent. They may not be of a mathematical bent. They may not be able to use logic like I can. But they would certainly have the essence of it. They would understand what insanity is in terms of postulates and if they come across what's on this tape they would just listen and say, "Yes, that's right, that's exactly the way it is. He's just expressed it a little different than I would. Yea, that's fine, but he's right, Dennis is, yes."

So everyone who works on Level 5, long before they complete Level 5 of TROM will have an understanding of the anatomy of insanity. It's one of those things that falls out the hamper. Peculiar, but there it is, it falls out the hamper and will fall out every time on route to the completion of Level 5.

All I've really done is to take the cognitions that I had in that area and formalise them and done a logical analysis of it and put it together in a form that is understandable and related it to the subject of reason and unreason. I put the whole thing together in a logical construct, something which would be useful to scientists and mathematicians or for anyone who wants to do further investigation in this field. It's a valid reference point.

So, although a person listening to this material on the subject of insanity might take it all with a grain of salt and say, "Well yes Dennis may be right, and so forth" I think you'll discover that long before you get to the top of Level 5 you'll be nodding in great agreement with me, saying, "Yes what Dennis said was right on this subject. He knew about insanity and I'm finding it too. That the things he said are quite right and ahh… and so on."

In other words everyone before they get to the top of Level 5 will have various cognitions on what sanity is. And they will understand that when I talk about IP's I'm talking about insanity. They will understand insanity, not necessarily in exactly the form I've given it with the heavy stress on the logic of it but they will certainly know its basics, they would discover that long before they got to the top of Level 5.

Ok well that's all I want to say on the subject of insanity. I see I'm coming up to the end of this tape now and we will wind up this tape now and the next tape will be on the subject of sensations. It's a continuation of this subject but for convenience I will put it on a separate tape.

End of tape

Articles : Tape 4 – The Conditions of Life

16th July, 1994

Today is the 16th of July 1994, and my name is Dennis Stephens. The title of this article is "The Conditions of Life". Life can be meaningfully considered to be divided into the following four conditions, or states. I will first give the four conditions, and then discuss each one of them in more detail. While a familiarity with the theory of TROM may help a person to more easily understand this article, such a familiarity is by no means necessary to the achievement of such a feat. Here, then, are 'The Four Conditions of Life':

1. The no-game condition
2. The voluntary, or non-compulsive game condition
3. The compulsive game condition
4. The insanity condition

The No-Game Condition

The first of these states is the no-game condition, and that is the one we will discuss first. All of the states are achieved by postulation – by the use of postulates. For one thing we know with absolute certainty in TROM is that this universe only consists of life and postulates. So it's no surprise that each of these four states is achieved by a postulate.

So what is the postulate that governs the no-games state? Now, the postulate that governs this state is a postulate which prevents the person from making an opposition postulate. It's a postulate that prevents the person - or prevents the spiritual being, to be more precise, which prevents the spiritual being from adopting an opposition postulate. He simply postulates that he will not make an opposition postulate to any postulate. So it doesn't matter what postulate he perceives, he will adopt a complementary - that is, a non-opposing - postulate to it.

But we know in TROM that complementary postulates, because of their very nature, satisfy each other, therefore produce a mutual vanishment; and therefore produce a vanishment of any mass in the situation. So the no-game condition is a massless condition. It is also a timeless condition, because time itself in this universe is only achieved by a postulate. It is also a space-less condition, because space in this universe is brought into existence by a postulate. So we have no mass, no space, no time and, needless to say, no energy in the no-game condition. The condition is roughly equivalent to the native state that Ron Hubbard talked of in Scientology.

Although, we can, in TROM, define the condition a little better than Ron could, because of our… more familiarity and greater understanding of the postulates and the nature of games play. Now,

it's necessary to understand that the no-games condition is not some highly mystical, esoteric state.

This belief comes from the Eastern religions, because in the Eastern religions they have a roughly equivalent state to the no-game condition, called Nirvana. But because they don't really understand the postulate structures involved - they have no great understanding of the games condition, and the postulates of the games condition, and of the no-games condition, in the Eastern religion this state has become highly mystical, and highly esoteric. And so when you hear about this state from the Eastern religions, you think there's something very, very mystical and esoteric about this no-games state, or the Nirvana state.

As a matter of fact, there's nothing mystical or esoteric about this state at all. In point of fact, everyone has some familiarity with the no-games condition. Every person, when they go to sleep in the night-time, for some period of their night sleep, are in a no-games condition. When they're in the state between dreams, they are in a no-game condition. And as most of their sleeping time, their night sleep is between dreams, and not actually dreaming, they are, for most of the night, most people are in a no-games condition.

So there is the state. Everyone has some familiarity with this; so don't think there's anything esoteric about this state. It's not esoteric at all; there's nothing mystic about it. However, it's quite one thing to lapse into a no-games condition every night when you go to sleep without any great familiarity of how to achieve this condition voluntarily.

In TROM we can get a person to be able to achieve this state voluntarily, if they so desire. When I say voluntarily, I mean voluntarily in terms of postulates - that they're able to, by manipulation, by the creation and un-creation of postulates, to put themselves into this state anytime they want to go into it; then take themselves back out of it again anytime they want to. They simply do it by the use of postulates.

Now this is quite different from a person who is going to sleep - a person going to sleep relies upon their body to put them into this state. They wait for their body to go to sleep, and they can go into the state. Until their body goes to sleep, they can't go into this state. Well, we can do better than that. We can do a lot better than that. A person can do a lot better than that when they understand the postulate structure involved. They can actually put themselves into this state anytime they want to.

The Voluntary or Non-Compulsive Game Condition

Next we get to the voluntary, or non-compulsive games condition. Now this one is much more familiar to anyone… is much more familiar to people, this state is. This is a state where a person can play games, or not play games, at will. They have the freedom of choice to oppose a postulate or to adopt a complementary postulate. They have that choice. So they can, by exercising their choice to oppose a postulate directed at them, they can go into a games condition. Then, by

exercising their choice to not oppose that postulate, and to adopt a complementary postulate, they can end that game and go into a no-games condition regarding that situation. So that is the voluntary, or non-compulsive, games state.

Then in TROM this state is achieved at the completion of Level 3. Once a person has completed the first three steps of TROM, they have arrived into a non-compulsive games condition, into a voluntary games condition. They have regained their ability to do this. And the upper levels of TROM - Levels 4 and Level 5 - are devoted to returning to the person their ability to go from the voluntary, or non-compulsive games state, into the no-games state.

It's much more difficult for a person to learn how to go from the voluntary games state to the no-games state, than it is to get them up to the voluntary games state. Do you understand that? That is why the first three levels of TROM are much easier to achieve than Levels 4 and Levels 5 of TROM. But certainly, by the time the person has reached the top of Level 3 in TROM, they are a voluntary and a non-compulsive games player.

The state is also achievable by Scientology auditing. And a person who's had very, very good case gain in Scientology auditing, and has completed many of the grades, has been checked out to Clear, and checked out many of the OT Levels of Scientology – this person would almost certainly, but not necessarily be, a non-compulsive games player. The state can also, no doubt, be achieved by various Eastern religious practices, and so forth; and has indeed been achieved by many devout Christians.

Undoubtedly, the most desirable state for a being to be in is in the voluntary, or non-compulsive games state, while having the ability to return to the no-games state by choice. That is the most desirable state for a being to be in. At any time he wants to, he can play games. And then, by a flip of his postulates, he can simply end the games and go into the no-games state, go into the no-games condition, and there can stay for any length of time he wants to. The no-games condition can be stayed in, of course, for minutes, hours, years, centuries; and a very useful ability to have - if the planet of your choice happens to be in a nuclear winter or suffering an ice age, you simply shut down as a spiritual being and go into a no-games condition for a couple of thousand of years, until things look better again. Then you come out of it and pick up and become a voluntary games player again.

These are just some of the things you can do when you get into the upper levels of ability. In terms of postulates, the voluntary, or non-compulsive game state is achieved by simply postulating that there will be a game. By simply postulating that there will be a game and making a particular type of postulate that makes it very difficult for you to accidentally go into a complementary postulate situation. In other words, the person simply postulates – he puts a little stopper on his complementary postulates, so he won't accidentally make complementary postulates and so end his game. But he's got his finger on it. He knows exactly what he's doing. And any time he wants to, he can take the stopper off, change that postulate, go into complementary postulates and retire into the no-games condition.

The Compulsive Games Condition

The third state, and we're now getting into the first of the undesirable states for a being to be in, is the compulsive games condition. Now, the compulsive games condition is characterised by an inability to adopt complementary postulates.

The person simply postulates that they won't adopt complementary postulates. It's as simple as that. It's not that they've got a little stopper on it. They've definitely postulated that they're not going to adopt complementary postulates. That they're going to be in there pitching until the bitter end. They're going to be in there pitching. They're either going to win the game, or they're going to get overwhelmed. And they don't think about being overwhelmed. They're only thinking about winning the game.

So the only way the compulsive games player knows to end the game, is to either overwhelm the opponent or get overwhelmed, and have complementary postulates enforced upon him, or enforce complementary postulates upon his opponent via overwhelm. That's the only way he knows how to end the game. The compulsive games state is a highly undesirable state, simply because it's compulsive. The person simply, once he gets into it, simply cannot stop. He has to be in there struggling.

It's all conflict; it never stops. It's all go, and all conflict, and all battles, and it's all fighting, et cetera. It's all go. And this… it goes on forever like that. That's the postulate that makes it so. The postulates make it so.

Of all the four states, this is by far the most common state that you will find a being in. If you were to do a statistical survey on this planet, you would undoubtedly find that more beings are in this state than any one of the other states. It's the most common state that the person gets into, is the compulsive games condition.

Probably the worst thing about the compulsive games condition is that the person, while he's in it, will exalt it and say that he doesn't want to be in any other state. The rationale the compulsive games player will give you for being in his state is, that he says it's the only way he can generate games sensation, it's the only way he can get anything out of the game, and can generate any sensations, by playing games.

What he doesn't understand is that the thirst for sensation only comes about because he is a compulsive games player. When a person goes into therapy in TROM, and starts to remove their compulsion to play games… as their compulsion to play games lessens, their thirst for sensation lessens, their thirst for games sensation lessens.

So the point where they cease to become a compulsive games player, and become a voluntary, or non-compulsive games player, their thirst for games sensation is minimal – if it exists at all. This is

the thing that the compulsive games player can never understand. The fastest resolution of the compulsive games state is undoubtedly the first three levels of TROM.

These are undoubtedly the fastest route out, to returning the person back to the state of non-compulsive games play. Although this can only be achieved solo by 95% of humanity, the other 5% will need some assistance early on from a separate therapist; which is a good time for us to introduce the fourth and last of the conditions of life, the Insanity Condition.

The Insanity Condition

Let me say at once that the insanity condition is, far and away, the most difficult of the four conditions for a person to understand, simply because in the other three conditions the person is operating upon reason, while the very essence of insanity is unreason. And it's very, very difficult for a reasonable being to duplicate unreason, or to duplicate insanity.

The urge of the rational being is to shun and to pull away from insanity, to pull away from unreason. So the insanity state is an incredibly difficult state for a person to understand. Nevertheless, every spiritual being en route through TROM, when they get into Level 5… onto the fifth level, onto Level 5, will start to regain a familiarity with the anatomy of insanity. They will get to understand how insanity comes about.

The first thing we would need to know about the insanity condition, is that it's only entered by compulsive games players. Insanity is not a hazard to the non-compulsive, or voluntary games player. It's only when a person embarks upon the compulsion to play games, are they at risk of going insane.

Now, this tells us at once that we can proof any person against insanity, by getting them to complete the first three steps of TROM. Once they reach the top of the third level of TROM, they're in a voluntary games condition – voluntary, non-compulsive games condition. And from that point onwards they are proofed against insanity.

But while they're below that level, and in a compulsive games state, they are at risk, always at risk, of going insane. One must understand this very, very clearly about the compulsive games player. He's at risk of going insane; and sliding into this fourth state of the insanity condition. Essentially, the compulsive games player goes insane when he has no class to occupy in the event of overwhelm in games play. It's essentially… it's as simple as that.

That's how it comes about. What has happened is that his game play has become so compulsive, he's got his life so restricted, he's narrowed his freedoms of choice down so much, that he's now in his last game. And if he loses this game he has no place to go. And then he goes and loses the game. So where else can he go but insane? The insane person is literally caught in the crack between a postulate and its negative. He's trying to dramatise both postulates simultaneously. He's trying to operate on both the postulate and its negative simultaneously. He can't stay in the

game because he's just been overwhelmed. But he can't go out of the game because he has no other place to go to. So he’s got to stay in the game. So he's in the crack in between. And that, briefly, in essence, is the insanity state.

Another way to look at the insanity state, in terms of Scientology, would be that the person is simply stuck in an engram. He went into the engram, and there he's stuck. He never came out. And there he is today. He's still in that engram. And the engram happened to him twenty-five years ago. And he's still in it. He hasn't made any sense since. He went into that engram and it ruined him psychologically, and he's never really come out of it.

And that is the Scientology look at insanity. And it's a very valid look at it. It's a very valid look, because this is, factually, what happens to the person. He gets overwhelmed and there's no place to go, except insane.

I'll be preparing a full logical analysis of this subject of insanity, which will be made available, with various other matters, in supplementary material to TROM. We do understand the postulate structure of insanity in TROM. And because we understand it we can do something about it.

Although at the practical level, the best procedures for handling the insane are still the CCH procedures of Scientology. And these CCH procedures would be run till such time as the person has completed Level 1 of TROM. And when they pass the test in Level 1 of TROM, they can then go onto Level 2 of TROM solo as a compulsive games player.

Never miss it, when a person, when the insane become sane, they are compulsive games players. They went from compulsive games play into insanity. And when they return back out of insanity again, they go back into compulsive games play. So that's where you would pick them up.

Summary

So that is our fourth level, and completes our four conditions of life. What may be very difficult for a person with a Scientology background to understand, when they first meet TROM, and meet these four conditions, is that as we move a person up through the conditions – say, up from insanity through compulsive games play, into non-compulsive games play, into the no-games condition, as we move a person up through these conditions in therapy, as a person is moved up through the conditions in therapy, their engrams, their engram bank, their reactive bank, as we know it in Scientology, is progressively erased.

The action of changing a person, say, from a compulsive games player to a non-compulsive games player in TROM, will result in an enormous reduction in the amount of their bank; in the amount of bank that they have, or the amount of engrams they have in restimulation – call it which way you will. But their reactive bank, as such, progressively vanishes, as they move through the steps of TROM and go up through these various conditions of life.

Some of this bank, some of this reactive bank, will be experienced by the person en route through these… up these conditions. But the vast majority of their bank will fall away untouched - but will be available to them in their standard memory banks in their analytical mind. So nothing is being lost to the individual.

There's nothing magical about this. It's simply that we're working at such a tremendous level of simplicity when we're working with these fundamental postulates of conflicting and complementary postulates, and the goals packages at Level 5, that vast amounts of complexity in the mind simply fall away, simply resolve.

And associated with this complexity is a vast amount of engrammic material. So the engrammic material falls away untouched – because we're working with this great simplicity. You would have to do this to actually fully comprehend what I'm talking about. But it's quite remarkable. It's quite remarkable.

In the final instance, it's not the amount of reactive bank that the person has that determines at which level they are on these conditions. It's the state of their postulates, and their freedom of choice to use these postulates, that determines the amount of reactive bank that they have.

Well I hope this article on the subject of the four conditions of life will be useful to you, and give you a greater reality of just what we're doing with TROM. Thank you very much.

End of tape

Upper Level : Tape 3 – Sensations, Part 1

27th July, 1994

Today is the 27th of July 1994 and I want to take up now, on this third tape of material on the upper level tech of TROM, I want to take up this subject of sensations. This tape in common with its predecessors must not be separated from the remainder of the set.

The word sensation is one of those words that when you look it up in the dictionary you rapidly wish that you hadn't. It's one of those words that the dictionary doesn't really help you very much on. The further you look it up in the dictionary the more confused you tend to become.

I suppose that the best definition of a sensation that we can find in English would be a sensation is 'that which is sensed'. A sensation is that which is sensed, but unfortunately, you won't find that definition in the dictionary.

As a person works with the exercises of TROM, they sooner or later become aware of something on this subject of sensations and this something can be best expressed as the following: That sensation is generated at the boundary between opposition postulates in games play. Now if you know that. If you know that about a sensation you probably know more about sensations than anyone else does, because that is a very fundamental datum about sensations.

Sensation Defined

Sensation is generated at the boundary between opposing postulates in games play. Now that proposition leads us to a definition of a sensation. We could actually define a sensation in TROM by saying that:

Sensation is that which is generated at the boundary between opposition postulates in games play

And that would be a very good definition of a sensation, and it's a far better definition of a sensation than you will ever find in any dictionary, a far better definition. It's a better definition simply because it's more useable. It's a more practical definition than what you will find in a dictionary. It does actually help you and it doesn't confuse you. It actually solves confusion rather than adding to your confusion.

Let's go through the definition a bit and take it apart and see if we can learn something by just examining the definition. First we have that sensation is generated at the boundary. Generated!

Now that tells you that sensation is not created in games play, it's generated in games play, and it's generated at the boundary between opposition postulates.

Well we know what opposition postulates are, we know of the goals packages and we can define an opposition postulate. So we know what an opposition postulate is. Now this is the way it works out, this is the way it appears to be, and this is our simplest look at this subject of sensation.

As soon as you separate the universe into the classes of self and not-self and you occupy the class of self, and this is all done with postulates. And as soon as you achieve this state of self, then you look across at the class of not-self and notice the postulates over there. Then any slightest opposition postulate that you put up to a postulate in the class of not-self, will generate a sensation at the boundary between those two postulates. So if you can get that, you understand what sensation is.

It's something which occurs at the boundary there between a postulate and its opposition postulate. It's something which occurs at the boundary when the classes of self and not-self are in conflict with each other.

Unless the two postulates involved are complementary postulates, some sensation will be generated at the boundary between the postulates. It may be a very light sensation, a very tenuous sensation, but only when the postulates are complementary is no sensation generated at the boundary between them.

If the two postulates are not complementary postulates then there is always the possibility of sensation being generated at the boundary between them. And if the postulates are opposing postulates, as they become more and more directly opposed, more exactly in opposition, as I should say, more and more correctly opposed to each other, the sensation becomes more pronounced and more obvious.

Now this tells us right away that sensation is a phenomenon of games play, it's a phenomenon of games play. In the absence of games we don't get this subject of sensation. In the no games state there is no sensation.

There's no sensation in the no-games state. You have to be in a games state, in one of the game conditions, you have to be either, a non-compulsive, a voluntary games player or a compulsive games player or in the insanity state to be sensing any form of sensation.

You have to have divided the universe into the class of self and not-self in order to generate sensation, in order to sense sensations. In other words there must be a games condition, there has to be a games condition there. So sensation is a phenomenon of games play and that is absolutely fundamental.

Now sensation is generated at the boundary between opposing postulates in games play. The question that immediately arises is, "Can a spiritual being create sensation?" And the answer to

that is, yes. Obviously a spiritual being can create anything, but a spiritual being can only create sensation when he knows what he's creating. It's like anything else, you've got to know what you're creating before you can create it.

You've got to know what it is before you can mock it up. And it's quite useless for a spiritual being to attempt to create sensation without understanding its anatomy. When he understands its anatomy he can create it. But until he understands its anatomy, or what it consists of, he won't have any success in creating it. The great joker in the pack is, of course, that at the point where he understands the anatomy of the sensation and so can create the sensation he has no need to create the sensation because he has no desire to create it.

So there are some ramifications here on the subject of learning what the anatomy of sensation is. And it's not as simple as it might appear. I mean, a man might say, "Whoa, marvellous if I take up TROM I can learn the anatomy of sensations and then I'll be able to create sexual sensation and then I won't have to go down to a brothel every Saturday night and spend all my money in a brothel, you see. I'll be able to mock-up all this sexual sensation." Well the joker there is by the time he knows all about sexual sensation, he's long passed any desire spiritually to spend his Saturday nights inhabiting a brothel.

There are various things he has to do before he will get into this state and by the time he gets into the state of being able to knowingly generate the sexual sensation and then mock it up simply as a postulate configuration or whatever it consists of, to create its anatomy, he's long passed the desire for it. You see that? He can think of far more interesting things to do with his time on a Saturday night than spend it in a brothel.

In other words, he's had a case change and his change of case will change his ideas on these things. So when you walk this route towards the understanding of sensations and the creation of sensations, do understand that it can produce some considerable changes to your life.

Sensation Are Peculiar to their Goals Package

Now moving on, one of my original earliest discoveries on the subject of sensations, working with the goals package, was this discovery that the sensation generated in any particular goals package is peculiar to that goals package. Now that is a very interesting discovery.

The sensation generated between the opposition postulates in any goals package is peculiar to that goals package. In other words, you take the 'To Know' goals package the sensations generated between the opposing postulates in that goals package are peculiar to that goals package.

And similarly the 'To Eat' goals package would have its own particular sensation, and the 'To Help' goals package would have its own particular sensation, and so on across the boards. Every goals

package has its own peculiar sensations that are generated between the opposition legs in that goals package.

Four Ways You Can Generate Sensation

Now this fundamental discovery was quickly followed by another discovery which is a much more important discovery. And that is that the sensation that can be generated in a goals package can be generated by occupying any one of the four legs of that goals package and simply creating the postulate in that leg of the goals package and opposing it to its opposition postulate in the environment.

In other words, you could take the 'To Sex' postulate and create that postulate, put yourself into that class and say, "Right well that's me and I'm going to create the 'To Sex' postulate and providing you can get someone out over that way to oppose you with a 'To Not be Sexed' postulate, then you can generate sexual sensation with a 'To Sex' postulate.

Similarly you can generate sexual sensation with a 'To Not Sex' postulate, providing you can get someone over that way in the class of not-self to oppose your 'To Not Sex' with a 'To be Sexed' postulate.

Or you can generate sexual sensation by mocking up, in the class of self a... 'To be Sexed' postulate and providing you can get somebody, an opponent over that way to oppose you with a 'To Not Sex' postulate.

Or, and finally, you can generate sexual sensation by mocking up a 'To Not be Sexed' postulate and opposing it to someone over that way who is directing a 'To Sex' postulate at you.

So there's four ways you can create this sexual sensation. Now that is a tremendously interesting datum. When you start to think about that, something very fundamental occurs. There's an important datum immediately deducible from that state of affairs. And that is that if you can generate this sensation by occupying any one of the four legs of the goals package and opposing it to its opposition postulate in the environment then it follows that the sensation being generated must only consist of the four postulates of that goals package.

Now this is one of those data that once you've grasped it the penny is suddenly dropped and you say, "Oh my god why didn't I think of that, before. It's obvious." Let's say you take the 'To Sex' goals package if you can generate this sensation by occupying any one of those four legs in the package.

All you require is that somebody over that way is going to oppose your postulate and you can generate this sensation while using any one of those four postulates. Then the sensation itself that you are generating can only consist of the four postulates of the 'To Sex' goals package. If you think about it, it's obvious isn't it... it's obvious. I mean if you've got a 'To Sex' postulate sitting in space and it's opposed by a 'To Not be Sexed' postulate and at the boundary between them we

have this thing called sexual sensation being generated. Then we have a 'To be Sexed' postulate and a 'To Not Sex' postulate sitting there and between them we find that there's sexual sensation being generated and it's the same sensation that was being generated between the other two postulates.

Well this sensation being generated can only consist of some configuration of the four postulates of the 'To Sex' goals package. See? We already know that the sexual sensation is peculiar to the 'To Sex' goals package. That was the first discovery. Then we found out that it can be generated from any one of the four legs of the package.

So, the sensation, it follows logically, that the sensation must consist and can only consist of the four postulates of the goals package in a particular postulate configuration and it's our job to find out what this configuration is.

The Anatomy of Sensation

If we can discover what this configuration is we then know the anatomy of the sensation. Do you get that? The anatomy of the sensation then in the particular goals package is simply a matter of determining, "What is the postulate configuration that occurs at the boundary between the opposition postulates?"

There's some configuration of postulates there and this configuration consists of all four postulates of the goals package, no more, no less. See? It's not those four postulates plus other things. No, no, it's exactly, the four postulates of the goals package are necessary and sufficient to produce the sensation. Get it?

Now this might be a new idea to you, this idea that a sensation can actually only consist of postulates. That its anatomy can be entirely a matter of postulates. That its total existence is subject to postulates. Now this is unusual. Maybe it's a new thought to you, but you're going to have to come to grips with this idea.

Postulates are Mass

Unfortunately a part of our general philosophy in the west, and this philosophy has been continued in the subject of Scientology, is to separate out mass from postulates, to keep them in separate and distinct classes.

In other words, in Scientology we have the idea that you can mock things up with a postulate. You make a postulate to create, and you create something and that which you create may be a mass. See? So the mass is the result of the postulate. But the idea of a mass or whatever it is, a creation, consisting of a postulate, ahh, now that's something new. Now that's something you have to wrap your mind around. That's a new idea to many who come to grips with this material in TROM for

the first time, it's a new thought. It's a new idea. But it's one that you're going to have to come to grips with, as will become obvious as we proceed.

So just bear with me for the moment. But this idea that what you normally regard as a mass or as an energy manifestation or as a manifestation of particles, a sensation and such, may simply consist entirely of postulates in a certain configuration, and by configuration I mean a pattern, now that's something new.

The Illusion is the Mass

Another way to look at it would be to say that, "Well if this is so then the actuality is the postulates and the illusion is the mass or the energy or the sensation." You see that? One perceives the illusion but the actuality is the postulates and the particular postulates of the goals package in a certain configuration. Ok?

Now let's see how this can come about. In order to find out how it can come about it's necessary for us to imagine a game situation. And that is all that is necessary for us to do is to imagine a game situation. Then we'll see how this can come about, and see how this can occur.

Let's imagine a person in the general case occupying a game situation using postulate X. Here we're going to use the XY postulate set, our general XY postulate set, our general case. And we have one person occupying an identity that's using the postulate X. And his opposition postulate is the postulate (1-Y), OK?

The person is directing his X postulate towards his opponent and the opponent is directing the (1-Y) postulate towards him. Now the two postulates are going out and somewhere between these two identities... call them A and B, we'll have A using an X postulate and the identity B is using a (1-Y) postulate, and somewhere between the two of them, the two postulates the X and the (1-Y) postulate are going to meet.

Boundary Conditions

Now here we have what are technically known as boundary conditions. These are boundary conditions. And we have to go in and find out exactly what is going on under these boundary conditions.

Now let's take it from the viewpoint of the X postulate. The X postulate goes out and meets the (1-Y) postulate. Well now the purpose, the intention of the (1-Y) postulate is to do what? It's to drive this X postulate into (1-X), got that?

In other words, that is what the (1-Y) postulate is trying to do is to drive X into (1-X). If the (1-Y) postulate succeeds completely across the boards then identity A will change his postulate from X to (1-X). Then the postulate configuration that maintains will be (1-Y) and (1-X) which are complementary postulates signifying an overwhelm and the end of the game.

Remember our set is an XY set. It's got two complementary postulates in it. It's got XY complementary postulate and (1-X)(1-Y) is the other pair of complementary postulates. So the purpose of the (1-Y) is to drive X into (1-X) and so overwhelm X and create the end of game situation and complementary postulates (1-X)(1-Y). Ok?

But let's imagine that the situation is a stable situation. In other words the boundary is stable, the boundary is not moving towards A and it's not moving towards B, it's staying at its position. In other words it's a static situation. But the postulates are still going out and there is this collision between these opposition postulates which is the boundary.

Ok, can you imagine that? Well now what is going to happen to this X postulate? Well let us imagine a little tiny parcel of an X postulate as it approaches the boundary. This is rather like when you are working with differential calculus when you take a little tiny section of the thing being analysed. Well this is very similar. You take an infinitely tiny parcel of X postulate and as this tiny parcel of postulate goes toward the boundary it comes more and more under the influence of the (1-Y) postulate on the other side of the boundary and there are two forces acting upon this little parcel.

There is a force behind it which is holding it and driving it into X and there is the force from the other side of the boundary, the opposition force which is driving it into (1-X). And this little parcel gets closer and closer until it's right up against the boundary, till the (1-Y) postulate is facing it, driving it inexorably into (1-X), but behind it there's the games player A driving with the X postulate so the little parcel is being held in X but being driven into (1-X).

So when the limit is reached, at the limiting point the X postulate bonds to the (1-X). At a certain point on the boundary the (1-Y) is going to drive a little parcel of X postulate into (1-X) at the boundary, but this little parcel of (1-X) is being pressed hard up from behind by the next parcel of X. X is driving it from behind. Follow?

So the effect is this little parcel of (1-X) postulate and the little parcel of X postulate are going to be forced to bump together. And you're going to get the bonding of X to (1-X). Now that is going to happen on the X side of the boundary. Now for exactly the same reasons on the (1-Y) side of the boundary we're going to get little parcels of (1-Y) hard up against the boundary, we're going to get the (1-Y) parcels being influenced by the X postulate on the other side of the boundary and being driven from (1-Y) into Y so we're going to get little tiny parcels of Y postulate there and little tiny parcels of (1-Y) postulate. They're going to be crushed together, forced together and driven together into the common class of Y(1-Y).

So one side of the boundary we're going to get the production of the postulate configuration X(1-X) and on the other side of the boundary, immediately facing it, hard up against it we're going to get the production of the postulate Y(1-Y).

TIP's

Now we've already met this postulate configuration when we discussed insanity, we know what these are, we called them IP's. So at the boundary between the opposition postulates we see the formation of the two IP's of the goals package, on the X side you see the X(1-X) IP, on the Y side there's Y(1-Y) IP.

There are these two IP's forming. So the postulate configuration at the actual boundary, what we call the boundary condition, the boundary condition postulate is X(1-X)+Y(1-Y)=1. It's what we, when we're discussing insanity, call the Twin IP situation. TIP, remember the TIP? The Twin Impossibility Points? So at the boundary, we have on the X side of the boundary a continuous creation of these little X(1-X) IP's.

We have the X(1-X) IP on one side of the boundary being continuously created, masses and masses of them. Imagine them as little tiny parcels of this IP being created continuously on one side of the boundary.

On the other side of the boundary there's a continuous creation of these Y(1-Y) IP's, and that is all that is happening at the boundary. There is nothing else at the boundary. There are just those four postulates you see? Two postulates in the IP form on one side of the boundary and two postulates in the IP form on the other side of the boundary and they are the four postulates of the goals package.

One side we've got X(1-X) and the other side we got Y(1-Y), but they are the four postulates of the goals package, of the XY goals package. You see that? Now what happens to these little IP's? Do they just sort of sit there? No they don't. They merge.

Now to understand how they merge we have to just pick out of our massive creation of these IP's at the boundary one little parcel of X(1-X) IP and another little tiny parcel Y(1-Y) IP. So we've got

two postulates in the IP state. We got an X bonded to a (1-X) and right by its side, imagine right by its side, we've got a Y bonded to a (1-Y) IP.

Now put those postulates into a square. Put those postulates into a square. In the top left hand corner of the square you put the X postulate. OK, now in the bottom left hand corner of the square put the (1-X) postulate. On the top right hand corner of the square you put the Y postulate. Now in the bottom right hand corner of the square you put the (1-Y) postulate.

X		Y
1-X		1-Y

Alright now let's go to the left hand corner to the X postulate and let's see what the situation is regarding this little tiny X postulate on the top left hand corner of the square. It's bonded to the 1-X at the bottom left hand corner of the square and that is the X(1-X) IP, see that?

X		Y
bond		*bond*
1-X		1-Y

So it bonded to its IP in the twin, but on the top right hand corner of the square there is a Y postulate, now X and Y are complementary postulates in this universe and they tend to attract each other.

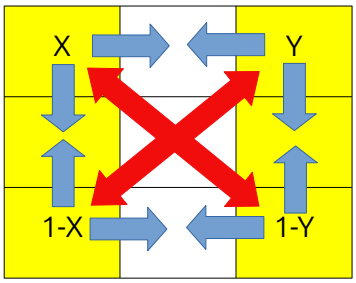
Complementary Postulates Attract and Cancel Each Other Out

They have an attraction for each other; remember under the laws of postulates where I gave you that complementary postulates attract each other, merge and cancel each other out. Opposition postulates oppose each other and tend to fly apart and do not cancel each other out. That's the basic law of the canons of the postulates, of their attraction and repulsion for each other.

See them as rather like electric charges. So we have the X postulate and the (1-X). X in the top left hand corner and (1-X) in the bottom left hand corner, they're bonded together so they are pulling towards each other, we have the X and the Y, that's the top left hand corner and the top right hand corner pulling towards each other because they are complementary postulates.

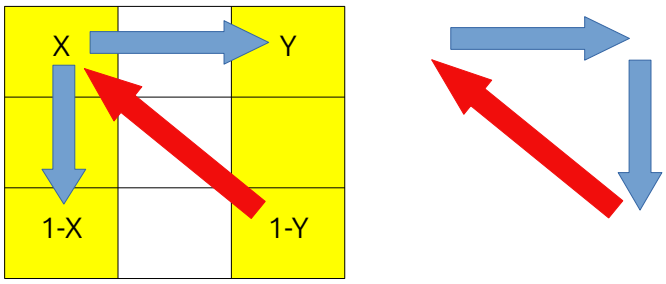
They're trying to merge but diagonally across the square from the X postulate is a (1-Y) postulate. Now that's an opposition postulate, X and (1-Y) are opposition postulates and they tend to fly apart. Ok?

So they would repel each other. Now what I said for X and (1-X) is true for the Y and (1-Y). The Y and (1-Y) are bonded together, top right hand corner and bottom right hand corner are bonded together they're pulling towards each other and they form the IP Y(1-Y). So Y is also attracted to the X postulate between the top right hand corner and the top left hand corner, but the bottom right hand is opposing the top left hand corner and the top right corner is also in opposition to its opposition postulate which is the (1-X) postulate across the other diagonal.



So you've got a square now, if you join the lines up in the square with force lines, you'll see that X and Y are pulling towards each other, X and (1-X) are pulling towards each other but across the diagonal X and (1-Y) are flying apart and this is true for Y and (1-X) while Y and (1-Y) are attracted to each other. So each postulate in each corner of the square is being pulled on by two postulates to merge but it's prevented from merging because across the diagonal it's being repelled by the postulate across the diagonal.

Now if you were to take the X postulate out and draw up separately the forces acting upon the X postulate you would come to see that they form what is known in mechanics as a triangle of forces and that the three forces are in equilibrium.



Now this is a little bit of high school mechanics. But it can be easily shown that the configuration is completely stable and that the X postulate will stay right where it is, in other words it's at rest. It's got no impetus to move any place. The X postulate just sits there and similarly with the (1-X) postulate and similarly with the Y postulate, and with the (1-Y) postulate they form a stable square.

The two IP's come together and stick with the X stuck to the Y and the (1-X) stuck to the (1-Y) and the X stuck to the (1-X) and the Y stuck to the (1-Y), but the X repelling the (1-Y) because they are opposition postulates and the Y repelling the (1-X) postulate and those last two repulsions being across the diagonals of the square and the whole thing is a stable configuration that will sit there in space.

In other words you could leave it there; it has no intention to move any place. It's a completely stable configuration. Now that stable configuration is the basic sensation at the boundary between the opposing postulates. What you perceive as the sensation consists of those four postulates in that configuration I've just given to you. That's what the sensation is.

TIPM

Sensation simply consists of those four postulates those Twin IP's stuck together, into that configuration and we call that configuration TIPM. M stands for mass because that is what you perceive. You don't perceive it as postulates; you tend to perceive it as mass. So we call it TIPM, twin impossibility point mass, T I P M and that is the technical name we use in TROM for a sensation T I P M.

We call it TIPM, because that's exactly what it is, it's twin impossibility point mass, that's its exact anatomy. So TIPM is a much better name for it than sensation, which is a completely non-descriptive term, but TIPM is highly meaningful, because we know what we're talking about when we talk about TIPM.

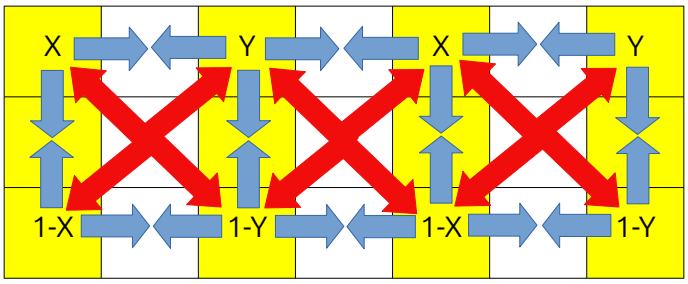
Now let us consider what we might call a single parcel of TIPM in this XY goals package which is generated at the boundary between the X and the (1-Y) postulate, under the circumstances we've been discussing.

We have the four postulates there, in the top left hand corner we have X, in the bottom left hand corner we have (1-X), the top right hand corner we have Y and in the bottom right hand corner we

have (1-Y), and the forces between them are exactly as I've given and we know that this is a stable postulate configuration in a stable balance of forces.

Now each one of these four postulates is quite capable of attracting its complementary postulate exterior to this little parcel. Do you follow that?

In other words the X postulate in the little parcel we're dealing with, although bonded to (1-X) and attracting and stuck to its Y postulate, which it can't completely merge with, of course, but stuck to the Y postulate. It's still quite capable of attracting the Y postulate from another parcel of TIPM nearby. And similarly with the (1-X) postulate in the bottom left hand corner it's quite capable of attracting the (1-Y) postulate from a nearby package of TIPM, and similarly with the Y and the (1-Y) postulates in the top right and the bottom right hand corner of our square. Each of the four postulates in this stable configuration is capable of attracting its complementary postulates external to the package.



The little parcel that we're considering in this whole mass of TIPM, that is milling about and forming at the boundary under these boundary conditions where these little parcels of TIPM are being constantly generated at the point of conflict between the opposing postulates is capable of bonding to another postulate set. You see that?

So the tendency will be for these little parcels of TIPM as they form to join up with each other. With the X joined up to the Y of another packet, another parcel of TIPM, and the (1-X) joined up to the (1-Y) and the Y joined up to an X of another parcel and the (1-Y) joined up to (1-X) of another parcel, and so on. You see?

All the bits join up by the attraction of the complementary postulates. That's what pulls them together. So the little squares will join up and form what we call a matrix and you will see a matrix there, you could draw it out on a piece of paper if you wanted to, you simply take your basic square and put by the side of it another square and put in your lines of force there and you would see the way they would join up.

Bearing in mind that the complementary postulates attract each other and the opposition postulates repel each other. So those forces would be sufficient to cause the whole mass of these little parcels of TIPM to form themselves into a matrix. You follow me?

At the boundary we don't actually have a mass of what you might call parcels of TIPM, we have one lump, there's a tendency for the little parcels of TIPM as they form and are generated in

games play to bond to the other particles and the whole thing to coalesce and become a massive TIPM, a conglomerate of TIPM at the boundary between the opposing postulates.

Flows, Dispersals and Ridges

Now Ron Hubbard, if you recall in the early days of Scientology, if you recall the book 8-80. Ron wrote a book 8-80 on energy flows back in 1951 or early '52 on the subject of energy flows and he talked of flows and dispersals and ridges and he said when you get to energy flows crashing together they form a ridge.

Well he'd spotted this phenomenon in his own psyche and what Ron Hubbard called a ridge was actually the boundary condition between the opposing postulates in the goals package. In other words we're talking about the same phenomena that Ron had spotted back in 1951 when we're talking about TIPM. But Ron didn't know it's anatomy, he hadn't got it's anatomy out, because he didn't ever clearly isolate the goals packages like I have done with TROM, but he knew that when two flows crash together that a ridge would form between them, he called that an energy ridge.

And that surrounding this energy ridge would be a dispersal of energy. You remember he talked of flows, dispersals and ridges.

Well I'll tell you where the dispersals fit in, in a moment, we'll get to those, we'll see how they fit in, and we will see how accurate Ron was. He was tremendously accurate in his observations but he just wasn't able to put it together in the form and to get the exact anatomy out like we can do it. He saw it as energy. He couldn't grasp that what he was looking at as energy wasn't really energy it was a postulate configuration which we call TIPM, with the postulates in the IP state.

He never got that far, but we've got that far so we can analyse and get the complete anatomy of what Ron used to call a ridge, and what Ron used to call a flow. Well a flow is simply the flow of the postulates and where they crash together it forms a ridge. Then we'll talk about the dispersal in the area of the ridge.

So we're not talking about anything here which was not forecast, you might say, by Ron Hubbard back in the early days of Scientology, and I refer you to his book 8-80, Scientology 8-80 I think. I remember the book was called; The chapter is "The subject of flows, dispersals and ridges."

So at the boundary we see this massive conglomeration of TIPM which will tend to form itself into a solid lump. In other words, this TIPM has an attraction for itself. In other words, the separate little parcels of TIPM have an attraction for each other. Left to their own devices they will collapse on each other and form a mass. You could say that each particle or each little parcel of TIPM consists of the four postulates of the goals package in the postulate configuration I've described, that each little parcel would have a gravitational pull for the other particles. You follow?

So the tendency for them if left together in space, they would all collapse in on each other by the gravitational pull of the complementary postulates involved. And so you would tend to see the collapse of each little parcel, these little parcels together. They might start as a confusion of particles or a confusion of parcels of TIPM but they would soon collapse in on each other and sort themselves out and become a solid lump, a matrix.

What we call a matrix of TIPM, which would be quite a fixed thing. It would tend to stick together because of the attraction between the complementary postulates that are holding it together. There would be no tendency for it to fly apart. It would have a cohesion because of the complementary postulates which it contained holding it together. You get that?

So understand that cohesive nature of TIPM it tends to have a gravitational attraction for other bits of TIPM. Just thought I'd mention that in passing, we'll discuss that aspect of it more later on.

Sequence of Events when Moving the Barrier

Well so far we've talked about this barrier being stuck between games player A and games player B. Now we must discover what happens when one of those players starts to win the game. We can now move from the static situation we've been discussing to the dynamic situation that we see in actual life where one or other of the players starts to overwhelm the other player.

Now what happens when this occurs is that the boundary starts to move towards the loser. He no longer is able to hold the boundary out there, His postulate is insufficient to hold the boundary in its position and the boundary starts to move towards him. The TIPM is still being formed at the boundary and as he progressively loses the game the boundary comes in closer and closer to him.

Now as this happens he will go through a definite sequence of events, which you ought to know about. Actually if you were to continue to do Level 5 long enough you would discover all this material for yourself. You would discover all these events, all about boundaries and all about TIPM for yourself but it's necessary to understand the phenomena that we're talking about.

Event 1 – Postulate Randomly Flips

Just what happens as this boundary moves towards the person. Supposing X is the loser, he's losing the game. And this boundary of TIPM is moving relentlessly towards him. There's the opponents (1-Y) postulate that proceeds to overwhelm him, the boundary gets closer and closer.

Now the sequence starts there, and the first sign that he gets as he starts to come under the influence of the boundary conditions in the game is that the boundary gets so close to him that his own postulate begins to flip at random between the postulate and it's negative.

In other words he's beginning to get right up close to the boundary now and he's beginning to go into the boundary condition himself so his X postulate starts to flip. He can't hold his postulate in

X, it flips over to (1-X). It gets driven into overwhelm and he goes into (1-X), then he hauls it back out again and gets it back onto X and pushes on with the game.

Then a moment later his postulate snaps into (1-X), then he snaps it back into X. And so at first this happens at random. This random snapping between the postulate X and its negative (1-X) as he's influenced by the boundary conditions, you see he's acting like the little parcels of X postulate do.

They were being pushed backwards and forwards between the X and the (1-X). Well now it's happening to the games player himself. Now the emotion, the feeling, the sense... well it's not sensation, the feeling that goes with this is the feeling of confusion. He starts to feel confused, goes into the feeling of confusion.

Now this is quite an important part of the proceeding, is this confusion, we better understand what we mean when we say confusion and analyse the word itself.

Confusion

Now the word confusion comes from the Latin *fundere* means to pour. Also, the word confound comes from the Latin *fundere* to pour and the word confound and the word confuse mean much the same thing, to confound and to confuse. So the word confuse in our language almost literally means to fuse with. You know, it's an interesting word isn't it, to fuse with. And we're talking about IP's where postulates are being bonded to their negative and being fused together. It's a very interesting word from its derivation.

It's almost as if someone way down the line sort of just picked it, picked this meaning, this idea of confusion, the idea of two things being bonded together. Never the less that is exactly the feeling that the person gets as their IP barrier gets closer. The TIPM barrier I should say, moves up closer and closer to them. They go through a period of confusion where their postulates snap backwards and forwards.

They're in the X postulate and it keeps snapping to (1-X) and they haul it back to X again, and they hold it at X for a while and it will snap over to (1-X) and they get it back to X but it's random it's not regular it's random, confusion. Now that feeling of confusion will intensify and then diminish and as it diminishes, the barrier is now getting closer it diminishes and the person goes into what is called a pulse reaction.

Event 2 – The Pulse Reaction

They're now pulsing between the X postulate and the (1-X) postulate regularly. They would be holding their postulate X then... (1-X)... X... (1-X)... X... (1-X) but it's not random, it's regular, it's a regular pulsation between the postulate and it's negative. Now this pulsation will get faster and faster till a certain point will be reached where the person is holding both postulates simultaneously.

Event 3 – The Rest Point (IP)

They're in X and (1-X), they're in both postulates simultaneously. They are in the IP. Now at that point when they're right in the IP it's a rest point. There's no confusion, there's no pulse, it's a rest point. There's a moment of stillness and motionlessness in there. It's a rest point there, right in the IP.

Event 4 – The After Pulse

Then they start to go out of the IP and start to go into the pulse again. They now go into the pulsation, a very, very fast pulsation of X, (1-X), X, (1-X), X, (1-X) in other words they start to go out in reverse from the way they came into the IP.

Event 5 – Random Snapping (Confusion Again)

They go out, first pulsing X, (1-X), X, (1-X) then random (1-X), X, (1-X), X and the feeling of confusion will return then there's less and less X's and more and more (1-X)'s until they are in (1-X).

Overwhelm

Now they are in overwhelm.

The effect in other words is to drive the IP barrier through the person, it gets literally driven through the person and out the other side, and the effect on his postulate is to change it from the postulate X as the IP approaches into (1-X) as the IP barrier goes through him and out the other side.

The barrier gets driven through the person and comes out the other side leaving him in overwhelm holding the (1-X) postulate. Now that sequence of events I've given you can happen in seconds or it can take minutes or it can take hours but it happens in every overwhelm in games play, no exceptions. Doesn't matter what the postulates are the person always, if he suffers an overwhelm, he goes through that sequence of events.

At first he has his postulate. He feels he's losing the game, the barrier gets closer and closer to him, he starts to feel confused then he starts to pulse between the postulate and it's negative postulate. Then he has this rest point where there is no motion. Then he's out the other side into the pulses again. Then he feels the confusion again. Then the confusion lessens and he settles into the negative postulate and the sequence is invariable. It happens every time, in every game. Every time he's ever lost a game in this universe the being has gone through that sequence.

Now you might say, "Well if that is so, how come it's not reported in therapy? How come that the patients regressed in therapy don't report it?" But they do report it. Every time a person goes into

an engram, a pain engram, they will always report confusion if they get sufficient contact with the injury, sufficient contact with the impact, then they will report some confusion.

Well what about this pulse why don't they report the pulse? Well sometimes they do. I've known a preclear to say, "Well I don't know I seem to be sort of pulsing between things here ... there but it's... you know", but then the thing is gone and then there's a sort of calmness there and then he's back in the confusion again. But the real reason why the person doesn't experience all the steps in the action in recall is because the rational mind abhors the IP state. You see that? So he skids over it, he skids over the IP.

The tendency is when you run an engram on a person or run a point of overwhelm, he'll pick up the point where he'll start to lose the game, he'll feel the confusion, then he'll feel the impact, and then he'll be in the overwhelm. He'll go straight through the IP unknowingly, because he abhors it. He just doesn't register it.

And the next thing, there he is, he's in postulate reversal and his postulates got overwhelmed, and he didn't spot it, he didn't spot the IP. See? Simply because the rational mind abhors the IP state and so it won't duplicate it. The rational mind can duplicate the confusion so when you run an engram on a preclear they almost invariably report some form of confusion. Sometimes they'll report the pulse but that's rare, but they never report the stillness right at the centre of the IP, because to experience that they would have to experience pure insanity and that they can't duplicate.

They can't duplicate that because that's pure insanity that they went through.

Insanity or Overwhelm?

Now what is the difference between the person going insane and the person going into an overwhelm in games play?

Well there's really only one difference, the person going insane never came out. You know, he had no place to go, so he's stuck in the IP. It was his last game, so he's stuck in it. But your ordinary games player being overwhelmed in games play, he will go through the IP barrier, and come out the other side, simply because he's got some place to go. So he can come back out. And he does come back out. All he suffers is a postulate overwhelm.

Sensation at Overwhelm

Now there's another phenomena that occurs that I haven't mentioned so far because I didn't want to burden you with too much all at once. But there's another phenomenon occurs as the person starts to lose the game and have the barrier move towards him.

As the IP barrier moves towards him the game sensation which he's been sensing all the time he has been playing this game, intensifies. He can sense this barrier consists of IP's and he senses it as sensation. Remember I said that. He doesn't sense it as postulates, he sees it as a mass but he also doesn't sense it as IP's, he senses it as mass, as game sensation. So he's sensing the games sensation there and as the barrier moves towards him the game sensation intensifies.

Inverse Square Law and Sensation

It can be easily shown, given that the postulate intensity is constant, that the intensity of sensation obeys the inverse square law in the universe. In other words, if the barrier is half the distance the sensation is four times as strong.

It's the inverse square law in the universe, Newton's inverse square law of gravity. But anyway, that's just an interesting point in passing but that is the law that it obeys. That the closer he gets to that barrier the intensity of the sensation he feels goes up according to that inverse square law. And this intensity of sensation increases and reaches a peak at the point where he goes into the IP, at which point it stops.

Then when he comes out the other side, there's a peak sensation again. Then as he settles into the overwhelm, his postulate is changed to its negative so the barrier's gone and the sensation rapidly drops off to zero, because the game is ended now. He's in complementary postulates with the opponent.

Once he goes through rapid confusion on the other side of the barrier and then complementary postulates, the game’s ended and all the sensation ends. But the sensation peaks actually at the

point just when he goes into the IP. Just when he goes through the IP barrier is the maximum point of sensation.

Compulsive Games Players Crave Sensation

Now if you understand this about sensation and this relation between the IP barrier and sensation you will understand something which has puzzled many researchers in the human mind, in the human psyche, which we now can explain.

This factor of why it is that games players, particularly compulsive games players will put their sanity at risk in order to enjoy games sensation. And they do it time and time again. They will take enormous risk; they will put their life at risk in order to enjoy game sensation.

What are they doing? They're pulling that IP barrier closer and closer to them in order to maximise the sensation. Remember the inverse square law, the closer that barrier is to them the more sensation they're going to enjoy, but you see the danger they're running for themselves. They could easily, if they're not careful, they could easily get stuck in that IP, in which case they lose everything, the sensations gone and their sanity's gone. See that?

And if the other side of the IP is death, and it may be, on one side of the IP they may be alive but the negative postulate may be their death. So when they go through the IP and out the other side they're dead. You see that, it can happen when you have certain types of postulate configurations, certain types of postulates.

We find that the compulsive games player in order to generate the maximised game sensation will pull himself as close as possible to the IP barrier in order to maximise his sensation, and he will often boast of this, of how close he could get to it.

It's like adolescents in motor cars, you know, of how fast they can drive down a road at a brick wall and still be able to pull up in time before they crash into the wall. It's that sort of activity. It's how close they can get to the IP barrier.

In other words, they're simply trying to maximise the thrill, maximise the sensation, maximise the game sensation without either losing their life or their sanity. It's a fascinating phenomenon of games play, one that's been recorded and noticed by many students of philosophy and psychology and therapy.

But none of them have ever been able to explain it, and for the first time in TROM we can understand it, because we've got the anatomy of it, we can see it exactly in terms of the postulates and the IP state, and we've got all the bits involved and we can see exactly how the person does it, and why they do it.

Once we know the relationship there, that the intensity of the sensation is inversely proportional to the distance between himself and the IP barrier. Get it?

Sensation Generated by Games Play

You see the games player is in an awful fix on this subject of games sensation. He can't mock it up. He can't create it. He can only generate it in games play. And every games player sooner or later realises this system of maximizing game sensation.

He might not know it exactly in the way that we have got it described, the way we understand it in TROM. He doesn't see it as clearly as we see it, but he does know that by taking risks he can maximise his game sensation, and it's the only way he knows how to generate the sensation.

He can't do it any other way. He can't mock it up. He can't create it. So he has a love/hate relationship with this IP barrier. It attracts him like a moth to a flame. It's pure sensation, the barrier is. You see? But like the moth to the flame, if the moth goes into the flame he's a dead moth. If the games player gets caught in the IP barrier and gets stuck right into the IP barrier, he's a gone games player because his sanity's gone, at least his sanity's gone, and maybe his life is gone too. So there are the risks he takes, and there is the incredible fascination that the games player has on this subject of sensation. Get it?

It's a love/hate relationship. He's attracted by it like the moth to the flame, he can't keep away from it and he can't satisfy his craving by his own creativity because he can't mock it up. It won't create, it's quite incredible, it won't create. It can only be generated.

Now there's the inner datum, the inner secret, the inner button, the inner works of this subject of sensation and the craving of sensation, and its effect in games play. But, as I was saying, the IP state when you come to experience it, come to examine it is really a toothless tiger. When you really get into it and learn how to handle it, it's a toothless tiger. It's the same with this subject of sensation.

Craving for Sensation Disappears

As you work with Level 5 in TROM, you work with the postulates there and you work with the IP state. And understand where it fits into games play, and get to know its anatomy, and get to experience all of its parts, and so forth, you will find you're dealing with a toothless tiger.

You reach a point eventually where you don't perceive the barrier as a mass. You perceive the IP barrier, for what it is, a series of postulates in the IP configuration. And something interesting happens at that point, case-wise, in Level 5, the craving for sensation disappears. It's gone, at the point where you know exactly what it is, you know all about its complete anatomy you've lost all desire for it. It's gone. Get it?

And besides, you might say it's only the mystery of what sensation is that keeps attracting the games player, cause he can't create it, and he can't create it because he doesn't know what it is. At the point where he reaches the case level in TROM where he can create it exactly and precisely,

his need for it is gone. He's like the man who says, "Marvellous, I think I'll TROM so I won't have to go to the brothel every Saturday night and I'll be able to mock-up sexual sensation."

But the exact point where he reaches his goal he doesn't have any need to mock-up sexual sensation because he understands exactly what it is, he's got the whole postulate configuration there and it's gone. The whole thing's gone. The whole lot just falls apart, there's nothing there. The whole lot just evaporates into nothing. The craving's gone, to be replaced with knowingness and understanding.

Now that's what happens in therapy on this subject. So when a person embarks on Level 5 of TROM, as I said in the write up when a person embarks on Level 5 it might change them into something different from human. They might not be what is normally regarded as human by the time they've finished it.

Well this is one of those aspects. See? Your attitude toward sensation is going to have a marked change and you will find instead of spending a large percentage of your life going around trying to generate games sensation, you can find other more interesting things to do with your time than wasting it trying to find games sensation.

When you simply understand the nature of this sensation, you lose interest in it, because you understand it.

The Anatomy of Confusion and Dispersal

Now I've just been replaying this tape so far and I've realised that I mentioned this subject of confusion and dispersal, I mentioned Ron in 8-80 and flows, dispersals and ridges and I said I'd tie up this subject of dispersal for you.

Well the subject of dispersal is the subject of confusion. What Ron meant by an energy dispersal is exactly matched by a person in a state of confusion when he's bouncing at random between a postulate and its negative. That's all confusion is, by the way, that is the anatomy of confusion, is the random snapping between a postulate and its negative. That's all confusion is.

This feeling of confusion is the random snapping between a postulate and its negative. You can take any confusion apart that way. And that's all it consists of, there's nothing else there, nothing else in any confusion but the random snapping between a postulate and its negative, and that is the dispersal that Ron spoke about now in 8-80. That's an energy dispersal, that feeling of confusion, the confusion is the dispersal.

There isn't anything else there. Confusion and dispersal are synonyms. If you care to pick up the points in your life when you felt confused and re-experience them, and then think of this feeling of dispersal, feeling dispersed you'll find that it is exactly the same phenomena. There's no difference between the two phenomena.

To feel dispersed is the same as feeling confused, there's no difference between them. A confusion is a dispersal and a dispersal is a confusion and the anatomy of confusion is the random snapping between a postulate and its negative

Four Qualities of the Twin Insanity Point Mass (TIPM)

We now ought to take up the subject of the qualities of this stuff called TIPM. What are its qualities? Well we already know what the qualities of the IP's are. Remember I gave the four qualities there of the IP, there's identification, motionlessness, timelessness or time stop and mass.

Well the TIPM because they only consist of IP's will also show the same four qualities. We need to take these up in turn and look at them in more detail to understand the nature of this stuff called TIPM. Let us take up first this subject of identification.

Identification

The TIPM consists of an identification between a postulate and it's negative and that is absolutely fundamental to the anatomy of TIPM. But look the identification between a postulate and its negative is the very essence of irrationality which shows you that TIPM is not a thing of reason. It's not rational, it's not a rational state, it's not a rational thing, TIPM. It's highly irrational in fact TIPM is as irrational as anything can get. It's not rational.

Now this tells you right away that because TIPM is irrational it won't duplicate you, it won't adopt a complementary postulate with you. So you direct a postulate at it and order it to do something and it won't do it. You order the TIPM to jump and it will refuse to jump. It won't jump, because it's not operating, that's the correct word, it's not operating in a rational manner, and so it simply will not duplicate any postulate directed at it. It will not adopt a complementary postulate to any postulate directed at it.

So that's something you should know about TIPM. It's completely irrational in that respect. It won't obey your orders. Whatever order you direct at it, it will simply not comply. It won't comply with any order directed at it. Of course, by the same token, TIPM does not by its nature automatically oppose any postulates directed at it.

Left to its own devices it will just sit there and it won't play games with you. It will just sit there. In other words you order it to jump and it doesn't refuse to jump, it just sort of sits there being its quiet uncomplaining self. You get it? So it neither adopts a complementary postulate to a postulate directed at it nor does it produce an opposition postulate to a postulate directed at it. It just sits there being it's quiet uncomplaining self. That's TIPM.

Tape ends abruptly

[The other three qualities are taken up on the next tape in the series, Tape 4 - Sensations]

Upper Level : Tape 4 – Sensations, Part 2

28th July, 1994

This is tape #4 of the upper level material on TROM and tape #4 on the subject of sensations. And this tape, just like its predecessor must not be detached from the set.

Motionlessness

All right now so much for the identification factor. Now let's take up this subject of motionlessness. Now because of its postulate structure where each postulate is bonded to its negative TIPM has no residual urge to move. However you could always move the stuff around by pulling at it or pushing at it, but bear in mind that left to its own devices it's quite motionless, because of its postulate structure.

And another one of its motion qualities is that once it is in motion, because it has no motion of its own, once it is in motion it tends to stay in motion until it's stopped. So that's another quality of TIPM. Once you do get the stuff on the move it stays in that state on the move simply because there's nothing inside it to prevent itself from moving, just another one of its qualities. All right so much for the motionlessness.

Timelessness

Now timelessness is actually a time stop. Time actually stops in the TIPM at the point where the TIPM formed. Remember I discussed this one when we were talking about insanity, where the persons goes insane, that time stops for them at that point where they go insane. Well similarly with the TIPM at the barrier, if you were to get right inside a particle of TIPM, the time actually stopped at the moment where the TIPM formed. So it's the point of genesis where the TIPM formed, if you were to examine this, very carefully the little individual packages of TIPM at the boundary. You get that? That's where the time stopped.

But there's a timelessness, we could use the word timelessness, there. There's a timelessness in TIPM, but bear in mind it's really a time stop. There's a stopped time there at the point where the TIPM formed. Although the TIPM by itself contains no persistency postulate, it's on a time stop. It contains no time postulates. You can infuse it with a time postulate and make it persist in the universe. You can make it endure with a persistency postulate, and so forth. So it can be made to persist by endowing it with a time postulate, like any other creation in the universe can.

Mass

Now let's look at the subject of mass. TIPM is perceived as mass. It's always perceived as mass by the viewer. He either refuses or is unable to perceive its exact postulate structure. Solidity… Now how about the solidity, that is a quality of mass. How about the solidity of the TIPM? Well that really is a separate postulate; solidity in this universe is a function of how much importance you assign to a mass. In other words those things that are regarded as important tend to persist and become more solid. You remember that little postulate there in the universe.

So from that point of view its solidity would depend on how much importance you assign to the TIPM. Or, also, solidity of course can be a direct postulate in this universe. You can make a thing solid by direct postulate. So you can always make TIPM solid by postulating that it's solid. So much for the subject of the mass there.

So I'd like to give you a reading from one of my research notes on this subject because I don't think I could improve upon them, so I'll give you a direct reading from my old research notes:

TIPM is Mass in this Universe

TIPM, let's talk about the mass effect of TIPM etc. and the various qualities of TIPM.

TIPM is therefore completely malleable, it's completely passive, like putty, it can be stretched, pushed, pulled and moulded into any desired shape. It can also be moved around and will stay where you put it or remain in a state of motion, if motion be imparted to it. TIPM can also be endowed with any postulate or significance you care to put into it. If you call it a stone, it's a stone.

Because it's a passive structure IP's whose postulates cancel each other out are quite neutral in terms of postulates. So it can be endowed with any postulate you care to put into it. Today you mould it into a stone. Tomorrow you powder it and mould it into house bricks and make a wall out of it. TIPM is exactly analogous to child's modelling clay. Just as a child can play games with his clay so a spiritual being can play games with TIPM. If you take a mass of TIPM and leave it in space close to another mass of TIPM and go away when you return the two masses will have moved together. Why? The bonding forces on the surface of the TIPM ensure that this will happen. The same forces that cause each element of TIPM to bond with other elements to form a mass of TIPM will cause separate masses of TIPM to come together if left undisturbed. TIPM has a gravitational effect upon other TIPM and it all tends to come together in to one lump.

As we discover these things we more and more see the similarities between TIPM and the mass of this universe, indeed they are identical. TIPM also shows the phenomena of condensation once a mass of TIPM is made to continue through time it manifests a tendency to condense. The phenomenon of condensation is due to a decay of the IP postulate structure causing the mass to literally collapse in on itself.

It collapses, it becomes more dense, and we call this collapse condensation. Condensed TIPM is collapsing TIPM. The process is continuous and the degree of collapse is a measure of the age of the TIPM. These are the known qualities of TIPM. There are no doubt many others.

That's the end of the direct quote from my old research notes.

Where the Mass Came From

So we do have in our understanding of TIPM and the IP state and the anatomy of sensation, we do have an understanding of where all this mass in the universe came from. When you start to do research into the human spirit and the human psyche one of the great puzzles is where all the mass in this universe comes from. It is obviously not created mass.

If all the mass in this universe was a mock-up... look supposing it was mocked up by God, supposing God mocked up all the mass in this universe. Now you would only have to then say, as a spiritual being that this is God's mock-up, and that would be the truth of the matter, wouldn't it, and the mass in the universe would start to thin down, would start to fade out because that would be the truth. You would be calling the truth of the matter and so the lie would vanish, you see? If you said it was your mock-up but it was really God's mock-up, then of course that's a lie and that would tend to make it persist. I refer you to Ron Hubbard's axioms, Axiom 11.

But we can go around and look at the mass of this universe and say it's God's mock-up, it's Joe's mock-up, it's my mock-up, it's Charlie's mock-up, it doesn't make the slightest bit of difference whose mock-up you assign it to be. It doesn't alter the quality of the mass of the universe in the slightest, so therefore, it is not created mass.

Now that's one thing you learn on the research route when you're researching life and mass in this universe. That it is not created mass.

Axiom 11

The considerations resulting in conditions of existence are fourfold:

1. AS-ISNESS is the condition of immediate creation without persistence, and is the condition of existence which exists at the moment of creation and the moment of destruction, and is different from other considerations in that it does not contain survival.
2. ALTER-ISNESS is the consideration which introduces change, and therefore time and persistence, into an AS- ISNESS to obtain persistency.
3. ISNESS is an apparency of existence brought about by the continuous alteration of an AS-ISNESS. This is called, when agreed upon, reality.
4. NOT-ISNESS is the effort to handle ISNESS by reducing its condition through the use of force. It is an apparency and cannot entirely vanquish an ISNESS.

From Scientology Axioms by L Ron Hubbard 1954

And I knew this some years ago. I knew that the mass in this universe is not created mass, I knew that years ago, 20 years, 30 years ago, I knew that, it couldn't be, but I didn't know what it was. But now I've got into TROM and found out what it is.

It's TIPM, which is not created mass, it's generated mass and now we understand these various qualities of TIPM. We can see how the mass in the universe comes about. And because it's malleable like putty it can be changed from one state to another. We can get a gas, a cloud of particles there, which can condense into a gas cloud and a sun can form and then the particles can be changed into energy particles and go out and condense again and change into another state.

And we see all the laws of physics, and the formation and the life and creation of suns and the death of suns, and it's all TIPM going through its various condensation states.

TIPM is Sensation and Condenses into Mass

Games can be played in this universe by spiritual beings with this remarkable stuff called TIPM. And all the games that they play generate more sensation, and the sensation that generates between their opposing postulates then starts to condense down and become tiny particles which becomes the mass of this universe and keeps the universe going.

It's a self perpetuating machine, you see? The game played by the spiritual beings in the universe keep the universe provided with new TIPM. The old TIPM goes through a condensation cycle and starts off high on the tone scale, you might say, and ends up as dead matter in some black hole in space somewhere and becomes unusable any more in games play by the spiritual beings.

But not to worry the universe is expanding and there are always plenty of games going on between the spiritual beings generating and creating more and more TIPM by their very games which is now condensing into more and more so called mass in the universe. It's quite a game, isn't it?

It's quite a game. It's quite a system, and when you understand it you see the beauty of the system. So I can assure you that this is the way it is. That when you're looking at the mass of this universe, don't kid yourself, it's all sensation mass. There isn't anything else here. Oh, I wouldn't be as dogmatic as that, but I would say that 99.9999% of the mass of this universe is sensation mass condensed and the other 0.0001% is somebody's mock-up. It may be yours, maybe mine but that is a very tiny proportion.

When this universe first started almost the only mass in this universe was created mass, but at this late stage in the universe the vast proportion of the mass of the universe is TIPM. It's mass that's been generated in games play. You know, you can imagine the beings at the beginning of this universe, they started to play games and this TIPM started to generate at the boundary between their games and they looked at it and they put it to one side and after a while it began to pile up in heaps and then they called in the disposal truck to take it away and the truck used to come around and take it away and then they ran out of places where they could put it and the stuff became an absolute menace and every time they played games they generated more TIPM until one day somebody had a bright idea and said, "Look instead of trying to dispose of this stuff why don't we use it in games play so they started to use it."

The beings started to use the TIPM and then the cycle was complete.

If You're in this Universe You've got Two Choices

Now they could play games with the TIPM and their games generated more TIPM and that way they ensured the perpetuation of the universe, the game of the universe forever. The snake

rounded a loop and was now biting its own tail. The loop was complete and the universe could now go on forever.

And know this about this universe. When this universe was created no postulate was ever made to say when it will end. I've never come across any postulate; Ron Hubbard never came across any postulate, which said that the universe is going to end at a certain time. It's an open ended universe, time wise, this one is, and it goes on forever. And if you're in it, if you're in this universe you’ve got two choices, you're either going to jog along with it forever or you're going to find your way out, and the only way you're ever going to get out is to understand it.

The Choice is Yours

There ain't no other routes out. And since it's an open ended universe it isn't going to stop, so the choice is yours, really. Just to round this off I would like to give you the basic postulate configuration of TIPM.

Bear in mind it's formed in a goals package between the opposing postulates in a goals package. So in terms of that goals package, let's call it the XY goals package, the logical expression of TIPM is X(1-X)+Y(1-Y)=1.

That is the logical structure there of TIPM in terms of the XY postulates of the XY goals package. That's the general case. Are there any other postulates upon the TIPM and so affecting this logical configuration? No, there aren't.

The games player may have made various other postulates but bear in mind the formation of the TIPM is in these little tiny parcels at the barrier so the only forces acting upon the TIPM are the forces I've mentioned in its generation. So there aren't any other postulates in the set. The one I've just given you, X(1-X)+Y(1-Y)=1 is the full and complete expression of the logical anatomy of TIPM. Ok?

Right, that takes us to the end of the subject of TIPM and Sensations.

So I want to take up an allied subject which really does belong in the same department, you might say, as the subject of TIPM and Sensations and that is the subject of the E-Meter.

The E-Meter

The E-Meter in general but more particularly and more specialised the moves of the E-Meter and the significance of the various needle movements on the E-Meter. Now let me say at once that Ron Hubbard wrote a book on this subject and he's made many talks on the subject. Ron's ideas on what the E-Meter read and so forth were correct as far as they went.

There is no doubt about that. What Ron Hubbard said on this subject is correct as far as it went. His ideas on what caused the E-Meter to move are true, as I say, as far as they went. And the ideas that you read of in the psychiatric and the psychological magazines when they talk about people's hands sweating and to do with the synapses and the right hand side and the left hand side of the brain, this is just garbage. It really is garbage.

Ron was on the right track. He didn't get all of it. Ron didn't get all of it unfortunately, but what Ron did get on the subject of the E-Meter was right. If you follow what Ron said, he won't put you wrong on the subject of an E-Meter, of what it actually is reading and what it actually is recording. What he said is right as far as it went, but he didn't get all of it.

Now with TROM we can add the rest to that which Ron didn't get.

The E-Meter needle in essence simply reads on postulates. That's all it reads. It reads postulates and postulate configurations. Now Ron said it read on mass. Well, what is mass in this universe but a postulate configuration? So Ron was right when he said it read on mass. You get it? But Ron didn't know that mass consists of a postulate configuration.

Well, we do know that. We know mass is TIPM, we know that. So we know what it's reading on. So where Ron said it read on mass he was quite right. It does, it reads on a mass, but basically it's reading on a postulate configuration, so the E-Meter really reads on postulates, that's all it reads.

It's only postulates that cause that needle to move. It's the postulates and changes of postulates that cause the needle to move. Now if you understand that, you understand what makes an E-Meter needle move. It's got nothing to do with sweat, it's got nothing to do with neurons, it's got nothing to do with synapses, it's got nothing to do with hemispheres of the brain, it's got nothing to do with psychones. It's got nothing to do with anything you'll find in a modern university course on the subject of psychology or any other rubbish of this nature.

The E-Meter moves on postulates. Get that and you got the fundamentals right away. It moves... it reads on postulates and postulate configurations. Ok now let's examine these various moves of an E-Meter in terms of the postulate configurations. The easiest way we can do this is to pull up our old friends A and B with A operating on the postulate X and B operating on the postulate (1-Y). And between them they would have this barrier where their two postulates are in opposition and there would be the barrier. You remember this example we used in the previous lecture. We will resurrect this and use it again.

Now supposing this situation had existed sometime in the A's past, and A had been overwhelmed in the game. Right? And it happened sometime in the past, and you are running this as an incident in the now. You follow what we've got? You've got the preclear on the cans and he was A say, and he was in this game and he was running the X postulate and his opponent was running a (1-Y) postulate and A lost the game and got overwhelmed.

He's holding the cans, and you're going to run him through this incident of the overwhelm. Now what sort of needle manifestations can we expect to see. All right now we'll assume that this guy's in pretty good nick. He's in pretty good case shape.

So the first thing you would see would be a floating needle. That means that there's no postulate in his field at all there. He's just sitting idling at rest. And that's all that a floating needle means. That the person hasn't got any postulate there so therefore there's no opposition postulates. He's just sitting at rest. When the spiritual being is at rest you will see a floating needle. When a person gets to the top of Level 3 you'll see a floating needle on a skin galvanometer that you've never seen before in your life. That thing is really going to float. You know. It would take an express train going through the auditing room to do anything about that float. It's a real floating needle, you know? But you won't see that till you get a person to the top of Level 3 and that's one of the indicators, by the way, that a person has achieved the top of Level 3 is that they have an absolutely superb floating needle. And it takes one hell of a lot to shift it. So that's just a note in passing.

#1 - Floating Needle

So we'll say this guys in pretty good nick, he may not be at the top of Level 3 but he's got a pretty good floating needle. There it is it's floating. So you ask him to recall this incident. Now as he says "Ok" he starts to think about it." Now the first thing you see is a slight tightening of the float. That's the very first indication that he's approaching an area of charge, is that the floating needle begins to narrow, and begins to tighten. You get a tightening of the float.

#2 - Falling Needle

It's immediately followed by the fall, you'll see the fall. Now the fall is the second of our characteristic needle reads. The first of our characteristics reads is the float, I've just given the floating needle. I don't have to define it. It's defined in all of the text books there. The needle is literally, it's just floating, just floating.

The fall, the needle falls away to the right. And it's characteristic of the person becoming aware of the postulates. First he's becoming aware of the postulate barrier, the barrier out there, the conflict between the postulate and the opposition postulate. He's first becoming aware of it. He comprehends it, he sees it, and he looks at it, and you see the needle fall. It's almost as if he's

running a flag up saying, "Awe, game!", needle falls. The fall is a realisation more than anything else. It can be a discharge. It can be a discharge of tension, or it's a realisation of discharge.

The fall is a very healthy needle movement. It means that charge is coming off the case. Realisation, understanding is occurring, complementary postulates are occurring, realisation is occurring, the person's spotted what is happening, all these things will cause a fall. Get it? And so the first thing is the tightening of the float, then the fall.

So you direct his attention now more to the incident. You say, "Alright now pick up the incident." And the fall now stops. This little series of falls that you saw stop. And he starts to put his attention on the incident and you go into the next important needle movement, which is the rise. This is the rise, the next most important needle movement, or it's the next needle movement in the set.

#3 - The Rise

Now what's happening here is that he's beginning to get into the engram. He's becoming aware of this barrier and he's beginning to realise it's moving towards him, and he can't do much about it. He's trying his hardest, he's picking it up, he's starting to get into the engram and he's realising that this barrier's moving towards him. And there's things happening now that he's not completely happy with.

The falls have stopped you see. You could say he's going into an area where he can't quite face it. He can't quite confront it. He is going into a bit of no confront here. See that? And the effect is the rising needle. That's the rise.

Now it's a general principal in therapy that any auditor worth his salt never lets a needle rise very far before he does something about it. Because I can tell you, if you let a rise go on for too long you can just lose your preclear. He's gone mate. He just goes completely unconscious. He's gone. He can just rise his way straight into anaten.

So the good auditor lets a rise go on a little way then he'll say, "What's happening" and he'll get him back in, and then he'll see the needle fall again. Hang onto him, keep a close reign on the PC. So that's just a little tip if you're using a meter. Never let the rise go on for too long, but let it go on a little while, but just keep your eye on it. If it keeps on rising say, "What's going on?" and he'll say, "Oh, Oh, I was just ahh... yes, it's a... I don't care... I didn't like that very" he starts to talk about the incident and then you'll see the falls again as he starts to confront the thing and look at the thing, and starts to come to grips with it again.

Anyway that's the rise. That's the third of our needle movements is the rise. When you get the rising needle it's a sign of an approaching overwhelm. There's something he can't handle here. The rise is not a happy needle movement. That's why an auditor should keep his eye on a rising needle. He should watch the rising needle.

When the PC's about to be overwhelmed by something if you don't do something about it he's going to be overwhelmed and maybe he's going to go in a direction you don't want him to go. In other words you're losing your PC, he's going, when that needle is rising.

So anyway you let him go and his needle rises and as he approaches the barrier, he gets closer and closer into the incident and starts to approach the overwhelm. The point in the incident where he got into the barrier, you know. Remember we talked about this barrier.

Now what happens to the needle as he starts to come up against the IP barrier? Now this is where we get into the very interesting point of needle motion here, and this is the something that Ron never did get quite right in Scientology. He got close to it but he didn't quite get it right and he made some awful errors in this area but he was completely excused because he didn't understand the IP state and he didn't understand the postulate configuration.

So again he's to be excused. In general he got needle movements right but he did make some errors in the area of the IP barrier. He made some mistakes in that area, but we're not going to make them.

#4 - Rock Slam or Zigzag Needle

Now as a person comes up against the IP barrier, remember I said that he goes into confusion. Now he starts to snap from a postulate to its negative at random. You remember me saying that? That's the first sign that he's coming up against the boundary condition. Well there's a characteristic needle motion that goes on as the person hits this boundary condition and starts to snap there from postulate to negative at random, and that is the Rock Slam.

The needle goes into this characteristic zigzag motion. It's quite characteristic when you've ever seen one, you never will forget it. It's the most dramatic of all needle motions. The needle goes to a position stays there for a second and then flies off and takes another position on the dial stays there for a moment or couple of moments then off it goes again and shoots across the dial and sticks in another position, and shoots across the dial and sticks in another position. Well that's the person snapping at random between a postulate and its negative.

Now that is the Rock Slam. That is the total significance of the Rock Slam. It's a confusion read, it's a dispersal read. They are being blown about like a twig in a storm as they come up against this IP barrier. It's a tremendous area of confusion here, of all these particles bonding and so forth. All this bonding of particles and IP's being generated at the barrier and the person's getting mixed up in this confusion and he feels the confusion and it shows on the meter as the Rock Slam.

Now that is the total significance of a Rock Slam. Rock Slam has got nothing to do with overt acts, got nothing to do with ill repute or doing dis-respectable things or disreputable things. All sorts of lies have been told about the Rock Slam.

The Rock Slam is simply this read, this characteristic read that the person gets when their right up against the IP barrier in games play and they begin to be influenced by the barrier of TIPM and their attention is snapping in between a postulate and it's negative. And it's the first sign, it's the first indicator that their right up against the barrier. That overwhelm is almost upon them and they're beginning to be badly influenced by the opponents postulate because their own postulate is snapping from positive to negative at random.

Now that is the Rock Slam. It's the most violent of all the E-Meter reads. I've now given you precisely its nature and what causes it. And it has no other reason, nothing else that will because a Rock Slam but what I've just told you. That's the only reason for a Rock Slam on an E-Meter.

When you see the Rock Slam that is what's happening. Now often you see a Rock Slam on a meter and the preclear, the person can't explain the Rock Slam. Well that's simply because they're not-ising the confusion. They're in confusion but they don't know they're in confusion. The confusion can be so intense that the person simply blots it out of their psyche. They just simply put a postulate against the confusion to defend themselves against it.

So you see this violent Rock Slam on the meter and you say, "What's happening?" and they say, "Nothing." But you're looking at your meter; it's going absolutely berserk with a Rock Slam. PC says, "Nothing. Nothing's happening."

There's the meter saying Rock Slam. Ok, well what's happening is you've got a not-ised Rock Slam that's all. He's right up against this barrier and he's saying, "There's nothing there." So he is not-ising it. But the meter is telling the truth. That's where he is, he's hard up against the barrier and he's snapping one postulate to its negative and he doesn't know he's doing it even. He's just simply not-ised the whole works. The whole thing is above the level of his experience. He can't confront it. He can't handle it.

But another time you'll see the Rock Slam and you'll say to the person, "What' s happening?" And he'll say, "Awe, gee I feel sort of confused. Yea, oh....." And he'll explain what's happening, he isn't not-ising the confusion. He's experiencing the confusion. He's handling the confusion but you'll still get the Rock Slam.

#5 - Pulse Needle

Now, as you move on, as the person moves closer and closer to the IP barrier, to the TIPM there, remember I said he goes out of the confusion and goes into a pulse. Now as he moves out of the confusion what you see is the Rock Slam dies down and becomes a more orderly movement. Instead of it being a random movement from one side of the meter to the other, jerking. The needle goes from one side of the meter to the other side of the meter and then back again and you begin to see it's now beginning to pulse.

The needle goes from a Rock Slam to what is called a pulse needle. Now in Scientology they have various names for this the most common name was a Theta bop, a Theta bop, that's a fast pulsing needle and also it's known as a stage four.

Ron used to call it a stage four when the needle goes up, down, up, and down quite slowly. So it was never properly distinguished or identified in Scientology, this pulse needle, but it was recorded, Ron had it under those two names but it's a pulse read and it's the read that the person gets into when they've gone through the confusion and just before they go into the IP proper they go into the pulse read.

And you'll see this quite characteristic movement on the needle where they pulse. Needle goes up, sticks, down sticks, up sticks, down sticks, up sticks, down sticks, and it can be as fast as that or faster or slower. The pulse can vary in its velocity but it's quite a regular movement. Nothing jerky about it, it's quite regular. Can either be fast or slow or moderate, but there's the pulse read. It's a very transient read, very transient. Sometimes if it's a fast moving engram that you were running there, if you took your eye off the meter you've missed the pulse. The person would go into the confusion through the pulse and out through the other side and you'd miss it. Other times you see the preclear sitting there pulsing quite happily, you know, well not happily but he's pulsing.

Now the preclear at the point where the needle is pulsing is rarely if ever aware of what's happening. You ask, "What's happening?" he doesn't know anything about it, he'll say, "Oh, I feel a bit woozy, you know." And he goes very silent, very thoughtful and there's the needle going pulse, pulse, pulse, pulse and the whole thing is usually well above his awareness level at that point. He's quite anaten, he's quite woozy when he's in the pulse needle.

Right, that is the pulse needle movement. That is the fifth one of our characteristic needle movements. Remember we had the floating needle, the falling needle, the rising needle, the Rock Slamming needle and now the pulsing needle. Now as the person stops pulsing between the postulate and its negative and as the pulse speeds up there. You will see the pulse on the E-Meter needle speed up and it tends to get faster until it becomes quite a buzz.

The Buzz

It can become quite a buzz on the meter. Sometimes if you've got one of these meters that doesn't respond very quickly you won't see the buzz. The needle will just get very sticky. But on a good meter that responds very quickly you can actually see the needle buzzing. It will buzz as if it... you know, just like a little bee buzzing, you know? It is buzzing fast backwards and forwards in an enormously rapid pulse.

Now that is the indicator that the person is just about to go into the IP state. The pulse gets tinier and tinier and tinier and faster and faster and faster. Starts off with a wide slow pulse and as the pulse on the meter gets smaller and smaller, it gets smaller and smaller and faster and faster and

it gets smaller and smaller, faster, faster, smaller, smaller, faster, faster, smaller, smaller, faster, faster, small buzz, buzz, buzz, buzz, buzz, buzz, buzz, buzz, buzz, STOP. The needle sticks, bang.

#6 - Stuck Needle

Now the person has moved into the IP. They're now in the IP state they're now holding the postulate and it's negative simultaneously. They're now in the motionlessness of the IP and you have a stuck needle.

Now that is the sixth and the final characteristic needle movement that you see on a skin galvanometer, is the stuck needle. It just sits there stuck. There it is stuck. Not moving. Now as the person moves through the incident, of course, the needle is stuck. Then they come out through the other side of the engram. They come out through the other side of the barrier.

You will see all these movements in reverse. The person will come from the stuck to the buzz, to the pulse, then there would be the Rock Slam, and then the Rock Slam would go into falls. There, should be a fairly high tone arm on the needle and it starts to go into falls and then it would regain its float as the person comes out of the incident. The point from stuck needle coming out the other side of the engram into the overwhelm is much faster.

The person, in good case shape, could go from the point of stuck needle through the pulse to the Rock Slam, falls, into the float, they could do it, oh, in a matter of a minute or two, maybe less than that if they're in good case shape. They could come straight out of it, Bang, into present time. Their float, they'd be back on the float again.

Just depends on the state of case of the person. So there are your six characteristic needle motions. I'll go through them again for you:

- First there is the floating needle
- Second is the fall
- Third is the rise
- Forth is the Rock Slam
- Fifth is the pulse
- Sixth is the stick

And so help me that is all the needle motions there are. There aren't any more.

Manufacture Needle Movements

Now you might say, "Dennis, how can you be sure that what you say is factual and true, and how do you know that you aren't imagining all this correlation between these needle motions and these postulate configurations?"

Very, very simple because once a person understands these postulate configurations he regains his ability to manufacture these needle motions. In other words once a person's worked through Level 5 and works through these IP barriers, and so forth, he can actually create a stuck needle. He simply creates a postulate and it's negative. He mocks-up both a postulate and its negative simultaneously and just holds both of them simultaneously; both at the same intensity and the needle on an E-Meter will stick, rigid.

In other words he can manufacture a stuck needle. Then when he takes his attention from one postulate to its negative, flip, flip, flip the E-Meter will pulse, pulse, pulse in agreement with his postulate as he's flipping his postulate from one side to the other.

Then when he takes the postulate and snaps from a postulate to its negative at random you will see a Rock Slam. You won't see a violent Rock Slam because he's doing it self-determinedly, but every time he changes his postulate you'll see the flip. You'll see the needle take off there. You see a little tiny rock slam, you will manufacture the Rock Slam.

And the fall of course he can manufacture a fall at anytime. Simply put his attention on something and take it off then put it back on again, you'll see the fall.

And the rise of course he just, Oh, he can just go into complementary postulates. Go into complementary postulates with everything around him and you'll see a rising needle. That's a very easy one to manufacture.

So the person in good case shape on TROM who is at Level 5 and familiar with these postulate configurations can manufacture at will all the needle manifestations that an E-Meter's capable of producing. And because he manufactures them in exactly the way I've said, it proves my point. You see that? It proves that what I say is true because the person can manufacture them at will when he knows how to do it and the method he uses to manufacture them is exactly the same as the way they are in the bank. You follow me?

So that proves that what I say about the cause and what is the source of these E-Meter movements is exactly the way they are. If they were any different you wouldn't be able to manufacture them consciously, you wouldn't be able to do it. But that is not the case, you can do it. You can manufacture them consciously, by simply doing consciously what you do unconsciously in your reactive bank. Get it? So I'm on very firm ground here. I can prove it. I can prove what I'm saying because a person can manufacture these reads themselves when they know how to do it. So the E-Meter is now explored territory, it's completely explored territory.

Optional Piece of Equipment

As I said in the write up it's an optional piece of equipment, the E-Meter or the Skin Galvanometer, as they're more properly called.

It's not a necessary piece of equipment. There isn't any need for them any more. We know all there is to know about E-Meters.

When you get up to Level 5, as I say, you can personally create all the reads and put them on the meter. So what the hell, all the magic all the mystery has gone out of the E-Meter now with TROM. We know exactly what that piece of equipment measures.

And we can really laugh when characters come along and say, "Oh, it's all to do with the way the hands sweat." Oh yes really! We really have a giggle at those boys now, we can, because we can manufacture the reads. When you can manufacture the reads you can really call them a liar, can't you?

That's what I meant earlier when I said these characters come along and talk about synapses and so forth and hemispheres of the brain and get all this mixed up with E-Meter reads and I called it garbage. I can prove it's garbage. I mean it sincerely, it's garbage. When I say that what they're saying is garbage, it is garbage and I can prove it.

Verifying Level 3 Completion

Well, probably the only use of an E-Meter in TROM would be to check out at the top of Level 3. That's the only conceivable use I can think of for an E-Meter in TROM, is for a person to say to themselves, "Well now have I really finished timebreaking or am I deluding myself? Have I really timebroken everything in sight? Is there anything I missed?"

And they should simply put themselves on the meter and do a bit of timebreaking and if that needle starts taking off again and that tone arm starts to move around again. Well they haven't finished. They haven't finished because I'll tell you when you finish Level 3 you have a float. You have a float that it would take the Russian Army to knock you off that float. It's that sort of float, you know, when you're at the top of Level 3. It's quite a floating needle you've got. It's quite a float.

It's not necessarily a wide float. It might be a very narrow float but it's a very definite float and there's nothing you can think of all over the whole of your track, all over all the whole of your known track, this lifetime, past lives, anybody else's lives, this universe any universe, heaven, hell, earth the lot, doesn't matter what you think of, what you mock-up, that needle just sits there and floats man, it just floats.

Now when that happens, then you can say, "Well I've got to the top of Level 3."

What to Run on Level 2 and 3

But if you start thinking of incidents and start to get little sticks on that needle a little fall from that needle when you start to think of incidents, you haven't finished Level 3. You haven't finished it. You haven't finished it because you can knock yourself off that float. There's things in them there incidents that you haven't timebroken.

You should get in there, get some of the emotions in them and timebreak the emotions out. Get some of the sensations in those incidents and timebreak the sensations, timebreak the postulates. Get in there, get everything in that incident, you know, get the lot.

Remember I said in the write up, do it on a gradient scale, take it a bit at a time. Get the important bits out then get the rest of it out. But you don't have to use a meter while you're running Level 3.

As a check point at the end, it's a useful checkpoint, but look even this isn't necessary. When the person's finished Level 3, they know it. They know it. I tell you that when you're finished Level 3 it's just about impossible to timebreak anything because there's nothing really there. You know, soon as you get something out of your past to bring it into present time to timebreak it, it disappears. It just falls apart as soon as you touch it. You say, "Oh now ahh... I'll just get my grandfather, get him into there, and I'll just timebreak grandfather and uh… uh… uh… where's

grandfather gone? Oh dear he was here a moment ago… now where... where... where?" I'll tell you where, he's gone.

Try grandmother. "Yes grandmother, I've got a bit of grandmother's hat here. Oh that's gone now... oh it's grandmothers hat. That's grandmother's hat… gran... oh it's all gone" you know it just goes on like this and... you know. You're just looking at present time, you know. And your tone is high, you're feeling good about it and you're thinking all over your past and you keep thinking to yourself is there anything else I can find to timebreak?

You start getting down to the bottom spots and looking under the carpets and up the chimney and you know, eventually you say to yourself, "Well I must have finished Level 3 simply because I can't find anything else to time break." And you can't. And when you start dragging stuff out of the past and putting it into present to timebreak there's nothing there.

Before you can timebreak it it's gone, just, you know, just handling it, it's gone. Now that is a sure sign that Level 3 is starting to go flat. And if you were to put yourself on a meter about that time you'd see that float and that's the time to leave Level 3.

But as I say there could be a use of an E-Meter to check at that point but again it's not necessary cause if you keep going with Level 3 eventually you'd know it. You'd know it was flat. You'd know you had finished it simply because it's virtually impossible to go on with the procedure. You say well, "I've got nothing to timebreak. Everything I touch just becomes nothing in my fingers, everything I touch."

And if you happen to be a trained auditor you'd look around your books on Scientology and every technique you can think of in Scientology, you think about it and try and run it on yourself and it's all flat. Nothing moves. Nothing does anything for you, no techniques you know of.

You look up all your books and all the techniques. You dig out Ron's "Creation of Human Ability" and go through all the techniques in there and run them all and it's all flatter than a flounder. There's nothing there, you know, nothing there at all.

You say to yourself, "Well I must be at the top of Level 3." Now that's the time to leave Level 3. That's the time to say, "Well it's time I got onto Level 4 now it's really time I got onto Level 4."

And that is the right time to leave Level 3. You shouldn't leave Level 3 before you get to that point. It's an error going on to Level 4 before you've reached that point in Level 3.

Address the General before the Particular

Now why is this? Well why is it an error. Why is that an error? Well there is a very old rule here that I mentioned in the write up. This is the rule that says that you must always address the general before you address the particular. If a person leaves Level 3 very early they are violating this rule because Level 3 is general timebreaking, general timebreaking of their past with the present.

But once they go into Level 4 they're going into timebreaking of the eight classes of overwhelm of the general 'To Know' goals package. Now this is a particular class of things to timebreak. You see that.

So they first should do the general... Level 3 general timebreaking and only when they've exhausted that as far as they can possibly go should they then go into the particular which will be Level 4. Level 4 is a particular class of things to timebreak. The eight classes of overwhelm of the 'To Know' goals package.

Now that is the technical reason. That is the technical reason why it's a mistake to leave Level 3 before you've completely exhausted it. That's the technical reason why. Ok well that wraps up the general subject of the E-Meter.

More on the E-Meter

Well I've just been replaying it and I realised there's two points that I've missed which I'd like now to add for completeness sake. The first of these is I forgot to tell you how a person can manufacture a floating needle. I told you how a person in therapy can manufacture all the other reads. All of the five reads, but I forgot to tell you how you can do a float.

Manufacture a Floating Needle

Well a person can manufacture a floating needle. They would have to complete their therapy, obviously, up to the top of Level 3. Once they've got up to the top of Level 3 all they would have to do any time would be simply put themselves on the meter, timebreak out that day's activities till there was nothing else available, nothing else around to timebreak, and then run a little RI, and while they were running the RI or even before they started running the RI they would see the float.

The float would come back; the floating needle would come back. So the person at Level 3 plus would only have to just timebreak out the day's activities and run a little RI and sometime during that sequence their float would reappear. Their floating needle would come back.

Tone Arm Male and Female Clear Reads

Now what Ron said about the male Clear read and the female Clear read, 12,500 ohms for the male and 5000 ohms for the female, I've had validation of this. As far as I'm concerned his observation is correct. There is nothing in my experience which invalidates his observation. I've only seen good floating needles in males at 12,500 ohms. If you're a male at the top of Level 3 when you've got a good floating needle you can pretty well calibrate your meter against a 12,500 ohm resister, you know, you're so close to 12,500 ohms that you can just calibrate your meter against yourself as a standard resistor.

And as far as I'm concerned it's exactly the same for the female at 5000 ohms. So Ron's observations are correct there. I've got no personal experience to say that he was anything else but perfectly accurate when he gave those Clear reads at 5000 ohms resistance for the female and 12,500 ohms resistance for the male.

That's the numbers 2 and 3 on the E-Meter tone arm. So anyway there is that with the way a person can generate a floating needle.

Rock Slam or Zigzag Needle

Now the other tiny point I'd like to make is that when I was talking about the E-Meter and discussing the reads and so forth. I used the term Rock Slam for the fifth read. You know, the confusion read, I called it the Rock Slam.

Now strictly speaking in TROM the term we use, really a better term, and a descriptive term for that read is a Zigzag. It's a Zigzag needle. It's a Zigzag read. That is a far more descriptive term than the word Rock Slam.

The word Rock Slam only means something to people who know something about the history of Scientology circa 1960. When Ron Hubbard was researching a very obscure part of the time track called the rock cycle. And the Rock Slam is a read that he thought was associated with that rock cycle so he called that read the Rock Slam. And the word stuck, the name stuck, but these days it's a completely inappropriate name for that read.

A far better name is a Zigzag read because that is descriptive. It is a Zigzag. When you've ever seen one, that's the thing that comes to mind it is a zigzag. So where I've used it, if this material is ever published, goes into published form the fifth read is not, repeat not to be called a Rock Slam read, it is to be called a Zigzag read. Zigzag. So here are the six reads and I'll give them in the order of severity which happens to be the sequence of one to six. So here are the E-Meter reads one to six in order of severity.

1. One is the floating needle
2. Two is the fall
3. Three is the rise
4. Four is the zigzag
5. Five is the pulse
6. Six is the stuck

Now they are the complete set of E-Meter reads. They are the only reads that we recognise in the field of TROM. Now that is all I want to talk about on the subject of the E-meter.

Level 5 (IP)

And the next thing I want to take up is the practical aspect, the practical implications of this subject of TIPM and the subject of IP's in therapy, the practical aspects. The problem arises do we have to incorporate any part of this technology (Insanity Point Tech) in running the goals packages at Level 5?

Well the broad general answer is no, we don't. A person could conceivably get there by running the goals packages exactly as I gave in the write up, but they would probably get there, and I say probably, they would probably get there faster if they adopted the following procedure at the point where the subject of the IP's started to become real to them.

Now this is an important proviso, there's no point in people mucking about with this IP procedure in therapy until it's real to them. There will come a time in their therapy when it will become real to them and that is the time that they should start incorporating it in their general procedure of goals package running at Level 5.

So a person may listen to this theory, and so forth, but if the subject isn't real to them subjectively when they're running goals packages, if the idea of an IP and so forth is unreal to them then they shouldn't attempt to incorporate it in their therapy at Level 5. They should simply go on with the write up and the instructions exactly as I gave them in the write up and sooner or later the subject of IP's will become real to them. Then they should dig out this material and find out how to incorporate the IP material into their therapy. Now you understand that. It's important that you should grasp it.

In other words you shouldn't force the issue. You can't make this stuff real by reading about it. You've got to experience it. You've got to build a case level. Your case has got to be ready for it, before it means anything to you subjectively. It can mean a lot to you intellectually but the fact it means something to you intellectually won't make it mean anything to you subjectively. Until it means something to you subjectively there's absolutely no point in incorporating it into your therapy at Level 5 in the running of goals packages.

Now have I made my point clear? Ok well assuming the person gets to a point in Level 5 and the subject of the IP's starts to get very real to them, they start to see that these things do exist. Well how would they incorporate the IP tech into Level 5?

Well, first of all, once the IP tech is incorporated into Level 5 it becomes Level 5 (IP). It's a definite way of running the goals packages, you see that? So we must classify it separate, putting it under a separate name it becomes Level 5 (IP). It will become Level 5A (IP), Level 5B (IP), Level 5C (IP). All of Level 5 will be run using the IP tech.

Once it becomes real to the person and they desire to use it. Ok? So first of all, the name, we name it differently now, Level 5 (IP).

Now here is the general principle. You're running a goals package. Whenever you change your postulate, just before you change your postulate you move through the IP barrier. That's one, that's number 1.

Then number 2. Just before you force the opponent to change his postulate you drive him through the IP barrier. And that's it. There are the two rules. That's it. There are no other rules involved. They are the two rules.

Level 5 (IP) Practical

Now let's take the general 'To Know' goals package and see how this would apply. I'll just give you briefly how it would work on the running of the first little bits of the general 'To Know' goals package at Level 5A.

You start in, over there you have a person run a 'Must Not be Known' postulate while you're sitting here holding a 'Must Know' postulate. Right. The first step is that you are going to change your postulate to 'Mustn't Know', right.

Just before you change it you have to go through the IP. So Level 5A (IP) would start with you, at your end of the comm. line, going from 'Must Know' into 'Mustn't Know', 'Must Know', 'Mustn't Know', generally into the IP and out the other side of the IP into 'Mustn't Know'. Get that?

Next you are in 'Must Not Know' and you are opposed by a 'Must be Known' and you are going to force him to change to 'Must Not be Known'.

Then get the barrier in front of you, you'll see the barrier there, and you push the barrier across to the opponent and as it gets toward him you'll force him to go through the IP and his postulate will then go from 'Must be Known' into 'Mustn't be Known', 'Must be Known', 'Mustn't be Known' then he goes into the IP and comes out the other side with the postulate 'Mustn't be Known'. Get that?

And that's it. Then the procedure repeats itself using the different postulates. And the next step would be exactly the same repetition of the procedure using different postulates.

So there are only those two things involved in the use of the Level 5 (IP). So it's a minute change of technology at Level 5 but it can speed up considerably the erasure of the goals packages once the IP material starts to get real to the person.

Once it's real to them they should add this little tiny refinement to the package. And once they start to do this, within a very short time they will become familiar with the IP's, and they will understand and subjectively come to see it really is, the whole subject is a toothless tiger. They can sit there quite happily holding a postulate and it's negative simultaneously. Doesn't mean anything to them, where it would drive the compulsive games player insane. They can hold it at will. Doesn't mean anything, it's a toothless tiger, you see that.

So, when you start working with the IP's you tend to start treating them with considerable respect and a certain amount of fear but you rapidly lose all your respect for them and finally you just note them in passing. You know? Only occasionally do they produce any phenomena, do they produce anything but a yawn, and then after that of course the whole lot of Level 5 starts to go flat, and the whole thing starts to erase.

As the IP phenomena doesn't completely erase, won't completely erase, until Level 5 erases but the IP phenomena goes completely flat, completely meaningless, a completely toothless tiger but that is the precise point when all the goals packages erase and you finish with Level 5. You get that?

So that's how you would incorporate the IP technology into Level 5. It's a very tiny modification of our procedure and an easy modification for the person to achieve at that level. By the way ...

Tape ends abruptly

Upper Level : Tape 5 – Postulates, Self and the Obsessive IP

1st August, 1994

This is the fifth and final tape in the set on upper level technical data of TROM and like its predecessors it mustn't be separated from the other members of the set. The title of the lecture is "Postulates, Self and the Obsessive IP."

One of the most puzzling aspects of the IP to the beginner is the fact that the being does not perceive the IP in its exact form, that the being perceives the IP as mass and not as a postulate configuration.

Actually this isn't as unusual as it sounds at first glance because we must remember that the IP is embedded in an area of confusion. We know that when a person goes through the IP state in games play, that as they go into the IP they first go into confusion, then they go into the IP and as they come out the other side of the IP again they go through this state of confusion.

It's well known, Ron Hubbard has documented this on many occasions, that a spiritual being tends to see a confusion as a mass rather than what it actually consists of. In other words instead of seeing a collection of randomly moving particles the being will perceive it as a mass, and this is generally true.

So it's no real surprise that the spiritual being views the IP as a mass and not as a postulate configuration, and then we also add to this the known fact that the rational mind abhors the IP condition and almost refuses to experience it. So the combination of those two things, that the being tends to view a confusion as a mass, and we add that to the fact that the rational mind abhors insanity, abhors the IP state, it is indeed no surprise at all that the IP state, the IP barrier is perceived by the spiritual being as a mass.

Now we must ask ourselves just what does the spiritual being associate this mass with. Well it clearly doesn't associate it with the IP state because he's unwilling to experience the IP. So what does he associate the IP state with? Well we know there are two IP's in the set.

Let's consider the XY set and let's consider a being that is occupying the X postulate as his game postulate. And that postulate is in the class of self. And his opposition postulate is (1-Y) and there is the barrier between them and he looks across and sees the barrier there as a mass.

Now what does he associate, in terms of IPs, in terms of sensation what does he associate this sensation with, in terms of the postulates or as close as he can get to the IP state? What would he associate the barrier with? What would he associate this sensation that he's sensed with? What would he, in terms of postulates?

Well now this isn't as difficult a question to answer as we might believe at first glance. In fact it's an extremely easy question to answer. Let us, first of all, consider what happens when the person with the X postulate wins the game. What does he associate with winning the game? Well when he wins the game he not only notices the opponent is driven into the class of Y but he notices that the opponent seems to go through this mass, this barrier which we call the IP barrier and tends to experience the postulates there or goes through a confusion of postulates and then ends up in the postulate Y.

Winning the Game

So when the games player in X wins his game he sees (1-Y) go through a period of confusion, of postulate confusion, and then end up in the overwhelm of Y, and this he associates with winning the game.

Losing the Game

Now the thing he associates with losing his game is himself being driven through a period of confusion and ending up in the postulate of (1-X), being driven into (1-X). So it's no real surprise to discover that the situation or the thing that the being associates with winning his game is the IP over the other side of the barrier.

In other words the person in the X, playing with the X postulate associates game sensation with the Y(1-Y) IP because that is the one that's associated with his winning of the game, you see. So that to him is game sensation. Every time he wins his game the opponent gets driven through that IP. So that's the one he associates game sensation with.

In other words, the reason for the association is that he, by using his X postulate, his game postulate he generates the sensation and he sees it in terms of the game loss over that way. And he sees the other person going through from (1-Y) into Y so he associates that IP with his X game. And he does not associate his own game loss with the game sensation.

Now this reasoning is quite general. To put it another way, let’s come in from another angle on his side of the fence. On his side of the barrier is the X(1-X) IP, isn't it? If he loses the game then that's the one he's going to go through. The IP on the other side of the barrier, the IP in the class of "not-self", is the Y(1-Y) IP, so he will associate the game sensation in the game with the Y(1-Y) IP and he doesn't associate the game sensation with the X(1-X) IP.

In fact he won't register that as sensation at all. The only one he registers as sensation would be the IP on the class of not-self. Now this rule is absolutely general. It's so general that you can define, in the goals package; you can define which postulate the being is operating on by the IP that he regards as game sensation. You can determine which postulate he's operating on, or at least, when I say which postulate, which postulate or its negative he's operating on.

In other words if he's operating on X or (1-X) then the IP that he considers to be sensation will be the Y(1-Y) IP. And if he's operating on the Y or (1-Y) then the IP that he regards as sensation will X(1-X) IP.

The General Law of Game Sensation

Now this leads us to the general law of game sensation in the goals package, the general law of games sensation. And this law states that:

The IP that the games player regards as game sensation
is the IP that is within the class of not-self

Now on a previous lecture I've already pointed out how the games player as his play becomes more compulsive, as he becomes more compulsive, that he becomes obsessed with the generation of game sensation. So we find that as the games player becomes more and more compulsive that the player becomes obsessed with the sensation and becomes obsessed with the generation of this particular IP.

The Obsessive IP

This is what we would predict and this is what we actually find does happen in games play and this is so much so, it's so marked, that we call this IP, the Obsessive IP, the Obsessive IP. So of the two IP's in the goals package the one in the class of self is not registered as an IP at all, it's got nothing to do with sensation as far as the games player is concerned, it doesn't generate any games sensation for him and it's simply associated, if he associates it with anything, it's associated with game loss.

But the one where his attention is fixated and the one which is very important to him and the one which we call the obsessive IP is over there in the class of not-self and it's very easy to isolate this IP. You've only got to know what the games player's games postulate is.

Once you know this game postulate you know what the obsessive IP is because the obsessive IP is the IP that doesn't contain his game postulate. Get it? That isolates it immediately. You see there's only two IP's in the set and the obsessive one is the one that doesn't contain his game postulate.

Equally, of course, if we knew that this particular games player was obsessed with a particular IP in a particular goals package we would be able by simply looking at the IP he's obsessed with, we would know which side of the goals package he is on. We could determine that it's either a

postulate or its negative. We would know which side of the game he was on, which postulate he regards in the class of self.

So it's a two way proposition and we would never be let down. And there are no exceptions to the rule. The rule is a completely general rule. Now let's give some examples of this rule, and it might seem a little bit long winded the way I've approached it but I've approached it in this manner because I want you to really grasp it and understand it. It's not an easy one to grasp and because it can seem a little strange at first glance.

You might say to yourself, "Well surely the IP on his side of the barrier, the one which he is in, in the class of self, would be the one that would be much more real to him, much more important to him in games play." But that is not the way it is. That is not the way it is.

The IP that the person regards as important and the only one he associates with the generation of game sensation is in the class of not-self. That's the general law. If you understand that you can understand a tremendous amount about life and livingness and sensation. It gives you an enormous predictability on games play and the goals packages in everyday life, as you'll begin to understand before we get to the end of this lecture.

To Eat Goals Package

Let's take a very simple example. Let's take the 'To Eat' goals package. Now the 'To Eat' goals package is one of the more interesting goals packages. I haven't said very much about it so far in the supplementary lectures, in fact it's hardly mentioned in the write up.

It's one of the two bodily goals packages, and it's a very easy one to erase with the average person unless they are into such things as starving themselves to death or overeating. Unless they've got some very heavy compulsions and inhibitions on the subject of eating, the goals package will erase quite comfortably.

Mosquito Bites

Just in passing, I'd better give you some data I have on the 'To Eat' goals package because it won't appear anywhere else. You would think off hand that there would be a double bind in that goals package. That games play would be completely and utterly compulsive in the 'To Eat' goals package like it is in the 'To Sex' goals package but that is not so. The human body does have a very tiny tolerance of being eaten.

You see if games play was completely compulsive and it got itself down to a single games class set, the goals package was down to a single games class, the body would be in the class 'To Eat' and 'To Not be Eaten', wouldn't it. That would be the final remaining games class in the set in the goals package.

But the body can get into the other games class, it can just get into it. And that is the class of 'To be Eaten' and 'To Not Eat'. It doesn't like being in that class, but it can just get into it. What makes me so sure that the body can just get into it, and the fact that the body doesn't like being in that class is the enormous reaction that the human body does have to being eaten.

You get this little tiny insect like a mosquito comes along and sticks his proboscis into your arm and takes a microscopic amount of blood away from you as it's dinner and flies away and your arm produces quite an enormous bump, and you get a similar thing with a gnat bite or an ant bite.

In other words the bodies reaction to such a tiny nibble from such a tiny insect is quite disproportionate to the amount of damage that's being done to the body. So one can conclude from this that the human body has a very great intolerance to being eaten. It simply doesn't like being eaten at all. It reacts violently to other organisms that want to take a nibble out of it.

But it can be eaten and it does have some tolerance of being eaten even if the tolerance is only very slight. It's a fascinating goals package, as you erase the 'To Eat' goals package you would learn all sorts of things about this subject of eating. The big game amongst animals, of course, is 'To Eat'. You'd think well it would be the same amongst plants, but no it's not.

Plants Play the 'Must Not be Eaten' Game

Amongst plants the big game in the 'To Eat' goals package is not 'To Eat'. Plants for many millions of years have polished up all their possibilities on the subject of eating. You know, they've perfected their root system and their system of photosynthesis, of converting the carbon dioxide in the air and the sun light and combining the two together to produce their chemistry and that's all been set up a long while ago.

So the postulate 'To Eat' in the plant has pretty well got to the limit. All plants today have pretty well got to the limit on that. Now the big game amongst plants is 'To Not be Eaten'. That is the big game for plants and if plants are evolving at all, they're evolving more and more in that direction of 'To Not be Eaten'.

In other words they haven't reached their limits yet, they're still exploring the possibilities there. We humans ought to be very grateful to the plant kingdom's subject of not wanting to be eaten because the plants produce all sorts of very interesting drugs that we use in medicine. The vast majority of these drugs are simply in the plant to prevent the plant from being eaten.

You take the marijuana plant which has got in its leaves and stems the drug cannabis. Well cannabis, of course, as anyone who’s tried it knows, is a bit of a mind-bending drug. And it's quite clear the purpose of this drug is to deter animals from eating it.

You get this little zebra and he comes along and takes a nibble at this cannabis plant and the cannabis blows its mind and the zebra goes whoopee and gets a high and goes off and tries to mate with a lion and that's the last that's heard of the zebra. You see? So, that plant is not going to be eaten by that zebra again. You get the idea? That just gives you one example there.

Sometimes the chemicals used in the plant are quite lethal to animals, they can be extremely poisonous. In fact some of the most violent and most deadly poisons known to mankind are plant poisons. The only other really deadly ones that are known to mankind are the animal venoms of the spiders and the snakes.

But the plant kingdom has got its own set of rather nasty venoms, it has. Every person who goes into the woods and picks what he thinks are mushrooms and takes them home for the evening meal is likely to find out that not everything that looks like a mushroom is edible. Some of these little plants contain some rather nasty venom. And the reason all these chemicals are in the plant is to prevent the plant being eaten by animals, so that the "not being eaten" game of the plant is big business amongst plants.

And the plants are always doing a lot of work on this subject and improving their possibilities of not being eaten. So the big game amongst plants is 'To Not be Eaten'. But the big game amongst animals is 'To Eat' you see it's a slightly different stress between the animal kingdom and the plant kingdom.

Now for a person operating on the 'To Eat' postulate, the obsessive IP would be the 'To be Eaten / To Not be Eaten' or in terms of enforcement, the 'Must be Eaten / Mustn't be Eaten' IP. That would be the obsessive IP that we would predict and that is the one we do find.

If you examine that IP in therapy and get close to that IP, you'll find yourself rapidly into the subject of digestion and you're right at the very core of this whole subject of eating, as far as the human being is concerned. And his whole idea of whether he can digest this food and whether he can actually survive it and whether he can eat it. His whole fixation as a being in terms of eating is on this subject of 'To be Eaten / To Not be Eaten'.

The IP, that 'Must be Eaten / Mustn't be Eaten' IP is what he regards as the sensation of eating. If you want to know what the sensation of eating is, why it's the IP 'Must be Eaten / Mustn't be Eaten'. That IP is the sensation of eating. If you don't believe this is so, if you don't believe what I say is so you should simply get the idea of 'mustn't be eaten, must be eaten'...'mustn't be eaten, must be eaten', 'mustn't be eaten, must be eaten' get the idea of the IP there and you will find it will produce quite some queasy sensations in your tummy.

Where the IP 'Must Eat / Mustn't Eat' doesn't affect the body in the slightest. So I can tell you which one is the one that the body is obsessed with. The body is obsessed with the 'Must be Eaten / Mustn't be Eaten' IP, which is the one we would predict because the body is obsessed with the eating and not being eaten, that is it's obsession.

But its game postulate is 'To Eat'. That's for sure, that's the body's game postulate is 'To Eat' and from that, of course, we would predict that the obsessive IP would be the 'Must be Eaten / Mustn't be Eaten' IP. That is the one that is the obsessive IP when we come to test this experimentally with a human body.

So simply on the subject of eating we see evidence straight away. By the way, any queasy effect from playing with the IP's of the 'To Eat' goals package can be easily resolved by simply erasing the 'To Eat' goals package. So I wouldn't recommend that you play with the IP's of the 'To Eat' goals package until you've erased 'To Eat' in therapy. I wouldn't recommend it; otherwise you can give yourself quite a queasy tummy.

Once the 'To Eat' goals package is erased out of your psyche, of course, it won't matter what you play with on the subject of the 'To Eat' goals package it won't adversely affect your body.

Must be Killed / Mustn't be Killed IP

Now I'd like to give you another example. I'll take up the example already mentioned of the adolescent lads driving their car 60 miles an hour towards a brick wall to get the thrill of seeing how close they can get to the wall when they pull up. Now what is the postulate structure? What are the postulates here and what are the IP's here? Well the actual postulate here is 'to kill' and the thing on the receiving end of their postulate is their body.

Their game postulate is 'to kill' so the IP is the 'must be killed / mustn't be killed' IP. Now the game is to drive the car and therefore their body, which is in the car, as close as possible to that IP. Clearly if they hit the wall at speed the body will go through the IP, go through the wall as well probably, but will go through the IP 'must be killed / mustn't be killed' and go into the overwhelm of 'must be killed'.

They will succeed in killing their body. They will win their game, you see. But the game sensation as far as the adolescents are concerned is that IP 'must be killed / mustn't be killed' and they're seeing how close they can get to that IP. How close they can drive their body to that IP, without killing their body.

And the purpose of the game is to pick up the sensation from the 'must be killed / mustn't be killed' IP. Now that we can see that game we can understand it in terms of, winning the game, losing the game, the IP's and the postulates. It's a nice little example of what we would predict and what we see in practice.

Once you understand the IP's and the game postulates and the IP's, in the class of self and in the class of not-self, you can take a little example like the adolescent boys in their car, driving their car at 60 miles per hour toward a wall, and suddenly the whole thing makes enormous sense, doesn't it?

Now before I explained it, it didn't make all that much sense, the idea of a gang of lads getting into a car and driving it at 60 miles an hour towards a wall in order to experience a thrill. It was a bit tricky to understand this in terms of postulates. But once we got the IP's we know what the sensation consists of exactly. We can put the whole thing together and now we understand the whole situation. We understand it much more than the adolescent boys ever understand it.

To Sex

However, it's not until we take up the subject of the 'To Sex' goals package that this subject of self postulates and the obsessive IP really starts to become valuable to us. When I discussed the subject of the 'To Sex' goals package on one of the earlier supplementary tapes, if you recall, I said that the male becomes obsessed with depriving the female of her 'Mustn't be Sexed' postulate and driving her from 'Mustn't be Sexed' into 'Must be Sexed'.

Do you recall that material? Well that was really just a sort of explaining it without mentioning the IP's. The truth of the matter is the male as he operates on a 'To Sex' postulate. His obsessive IP is the 'Must be Sexed / Mustn't be Sexed' IP. So what really obsesses him is the depriving the female of her 'Mustn't be Sexed' postulate driving her through the 'Mustn't be Sexed / Must be Sexed' IP into 'Must be Sexed' and it is that situation that brings about the male orgasm, the male sexual orgasm.

Now similarly for the female, she operating on her 'Must be Sexed' postulate and is obsessed with depriving the male of his 'Mustn't Sex' postulate and driving the male from 'Mustn't Sex' through the 'Mustn't Sex / Must Sex' IP into 'Must Sex' and that is the female orgasmic situation.

So in the 'To Sex' goals package, to the male sexual sensation is the 'Must be Sexed / Mustn't be Sexed' IP and to the female sexual sensation is the 'Must Sex / Mustn't Sex' IP.

Now this state of affairs is tremendously valuable to us on the subject of sexuality because it allows us to determine with invariable accuracy, and I stress the words "invariable accuracy", we can determine whether a being is in the male or the female universe when discussing this person's sexual quirks. Now this is something that Sigmund Freud would have given his back teeth for, this bit of information, to be able to do this. And it's something that's been puzzling sexual therapists all the way down the line, you know.

There are more sexual quirks per square inch of humanity than there are quirks on any other subject under the sun. And people do get very worried about their sexual quirks, and what worries them about their sexual quirks is that they don't know whether they are in the male universe or in the female universe, this is what basically bothers them. I remember I had a preclear in London back in the days when we were running engrams and this chappie had a sexual quirk and his sexual quirk was that it used to give him a sexual thrill if a girl was wearing Wellington boots.

Rubber Wellington boots, used to turn him on sexually, you see. He would get an erection and so forth, and he was always pestering his girlfriends to wear rubber Wellington boots, you see. And now this was a harmless enough sexual quirk but the unfortunate thing about it was that if he wore rubber Wellington boots he would also get sexually aroused and his problem was, as he expressed it to me, he didn't know whether he was being masculine or feminine.

He feared that he may be homosexual because you see he was sexually aroused when the girl was in the Wellington boots. But if he wore the Wellington boots he was sexually aroused too, he would get an erection again, you see. So he just began to wonder about his masculinity. He wondered whether he was a male or he was a female.

Well now unfortunately in those days we were running engrams and there wasn't too much I could bring to bear on this subject. We cleaned up his prenatal bank; I remember that, we found out that it was what you might call a continuing problem. That his dad apparently had the same fixation upon Wellington boots and that had got into the prenatal coitus engrams and the thing had got passed on to his son through his childhood and so forth.

It was a rather complicated story but it was one of these continuing aberrations, you might say, or continuing quirks that were being passed down the male line, from father to son. God knows how many generations it had been passed down. But he'd certainly got this quirk, and as far as we knew he'd inherited it from his dad. I was able to take a lot of tension off this situation for him and he was certainly nowhere near as bothered about it when he left me as when he arrived but I won't go so far as to say I erased the whole of the thing. I couldn't have done because I didn't know anything about the 'To Sex' goals package and I didn't know anything about sexual sensation.

Given that same PC today I know it would have been easy to resolve the whole thing. But he was happy and he went on his way and thanked me very much for what I'd done for him. There was an example of a sexual quirk that was bothering the person.

Ok, well let's examine that sexual quirk now and we can determine with great accuracy which universe this person was in. Was he in the male universe or was he in the female universe? Well he was very sure of one thing, very sure of the fact that when girls wear Wellington boots it made them more amenable to sex. That was what was in his mind. That was the basis of the quirk, was that he had this idea, this fixed idea that if a girl wore Wellington boots it made her sexier and she was more in favour of going to bed with him, at least that was what he thought.

In other words it made the girl more amenable to sex. Well now once you know that, you now know that the quirk there, the thing that was exciting him was actually the subject of the IP 'Must be Sexed / Mustn't be Sexed'. You see that? It is because the fixation was upon the female being more amenable to being sexed. You see that? She is more amenable to sex. So clearly that was the obsessive IP. He was obviously in the 'Must Sex' postulate and the female was clearly over the other side of the fence. So he was clearly in the male universe. Remember as I said early on in this lecture if you know the obsessive IP you can determine the game postulate that the person is operating on.

You can determine which side of the goals package they are on once you know the obsessive IP, and if you know which side of the goals package they are on you know what their obsessive IP is. You see that?

So knowing that he regarded that wearing Wellington boots made girls more amenable 'To be Sexed', fixed him right away. If we put that postulate into the class of not-self then he must be on the other side of the package over on the 'To Sex' side of the package which is the male side of the package. So you see it? Straight away that problem is solved.

But what, you might ask, about he himself being sexually aroused when he wore Wellington boots, how come? Well surely that was an example of him being out of gender. Nope he's still in male gender because, look, it's still the person wearing Wellington boots who is more amenable 'To be Sexed' and that is what's turning him on. So he's still in the male gender even though it's his own body.

The rule is that it's the obsessive IP. It doesn't matter if the obsessive IP is associated with his own body or someone else's body or where it is. If he's turned on by that IP and that IP means sensation to him and that IP is 'Must be Sexed / Mustn't be Sexed' then he is a male. It fixes it. It's got nothing to do with whose body is involved, it could be a girl's body, it could be his body, another man's body, a male body, or you can be a female. I mean a female can have the same thing. But whoever is fixated upon that IP is in the male universe. If they're fixated upon the 'Must be Sexed / Mustn't be Sexed' IP they are a male and if they're fixated upon the 'Must Sex / Mustn't Sex' IP they're a female. It fixes it.

Gender Obsessive IP's

Now the IP's of the 'To Sex' goals package the two IP's there we call them the gender obsessive IP's. In a general goals package we just call them the obsessive IP's. But because they fix gender, fix it thoroughly, because it fixes gender we call those the gender obsessive IP's.

So for the male the 'Must be Sexed / Mustn't be Sexed' IP is the male gender obsessive IP and the 'Must Sex / Mustn't Sex' IP is the female gender obsessive IP. Now let us take some more examples of this and we'll see how it works out with other quite common quirks. And don't kid yourself on the subject of sex if you've audited a number of preclears, like I have, you'll realise how common sexual quirks are and how bothersome they are to people and how much time they spend worrying about them.

One of the more worrisome sexual quirks that male's suffer with is fear of homosexuality. Now this is a sort of common situation that occurs to a young man or to an adolescent. He gets set upon by a pack of other adolescents or a pack of men and gets raped and because this sexually excited him he begins to believe that he's a homosexual.

It's awfully common, it's awfully common, it can happen in childhood to young boys in childhood. It can happen at schools and so forth. Some lad gets picked upon and feminised by the other boys and the lad gets a sexual thrill out of it. It gives him a sexual kick and he thinks, "Oh my God, I'm a homosexual!"

Well now let's examine this situation in terms of what we know. Let's take our adolescent boy that's pack raped, and he gets a sexual thrill out of it. Well the IP here is clearly the 'Must be Sexed / Mustn't be Sexed' IP. That's the one his body was driven through. His body was driven into 'Must be Sexed', in the rape situation. His body was driven through the 'Must be Sexed / Mustn't be Sexed' IP and driven into 'Must be Sexed' but while this was occurring he got a sexual thrill from it, right?

Well he's in the male universe isn't he? It's his gender obsessive IP. So naturally he would get sexually aroused by the presence of this gender obsessive IP even though it's his own body. He would be aroused by it if it was happening to a female nearby him. It's his gender obsessive IP. You see that? It will give him sexual sensation.

But the puzzle is what worries him. He thinks, "Well it didn't ought to happen on his own body." Well why not? The rule is that it's the relationship between the game postulate and the obsessive IP. It's got nothing to do with the gender of the body. It's simply to do with the postulates.

We're only concerned here with the postulates. It's got nothing to do with the body, just the postulates that are involved. You see that? Once you understand that, you've got it. So this young lad worrying about being a homosexual is completely false, there's nothing wrong with his sexuality.

This incident where he was pack raped and he got sexually aroused by being pack raped doesn't mean he's a homosexual. There's no suggestion in the incident that he's anything else but a male. But he would have to understand this technology and work at the 'To Sex' goals package, and so forth, and get to a point of understanding this technology before he could grasp this and breathe a sigh of relief, and realise what's going on.

Alright now, here's another male, he's got a sexual quirk. He likes to wear feminine clothes and he gets sexually aroused when he arouses men and makes them sexually interested in him when he wears feminine clothes. Now which universe is he in? Well, what's the IP here? By wearing feminine clothes he's depriving other males of their 'Mustn't Sex' postulate, isn't he? He's making them sexually interested, therefore he's driving them into 'Must Sex' and therefore he's in the feminine universe.

It's a feminine sex game, that is. He's clearly out of gender. He's out of his masculine gender and he's into feminine gender. You see that? We fixed this one, that's where he is. This cross clothing of children into clothes of the opposite gender and so forth by various parents is a fertile area for sexual quirks.

For example take a woman with a sexual quirk to dress her son as a girl, she dressed her son as a girl and it gives her a sexual thrill. Now which universe is she in? Now, I don't think there's a psychoanalyst or a psychotherapist on the planet who could solve that one. They would nearly always get it wrong.

Well let's examine the IP here; by dressing her son in feminine clothes she is going to deprive him of his masculinity, right? In effect, the shear presence of the ionisation of all these feminine garments around the young lads quite weak male sexuality would simply drive him into the female universe and would deprive him of his 'Mustn't be Sexed' postulate and drive him into 'Must be Sexed' so the IP that is giving his mother a thrill is the 'Must be Sexed / Mustn't be Sexed' IP.

She's driving her son through that IP into 'Must be Sexed'. Now this is what gives the male the sexual kick so when she does this she's in the male universe. Only a woman in the male universe would get a sexual thrill from dressing her son as a female.

Now what about the woman who gets a sexual thrill from dressing her daughter as a boy? Well, the presence of all these masculine garments around the rather weak feminine sexuality of the female child would deprive the female child of her 'Mustn't Sex' postulate and drive her into 'Must Sex'. In other words it would masculinise the young girl, so what's the IP here? Well the child will be driven through the 'Mustn't Sex / Must Sex' IP into 'Must Sex' well that's the feminine gender obsessive IP.

So the mother who would do this to her daughter is in the female universe. It will be a female sexual quirk. So you see that whatever the situation is with this understanding of the gender obsessive IP we can tie up the gender obsessive IP with the gender.

This fixes which side of the package we're on. We can always, without exception, knowing the quirk and knowing just the barest information about the quirk and the effect of the quirk has on the person we can determine whether the person is in the male universe or the female universe.

Quite interesting isn't it? It's quite interesting that we can do this and thereby resolve so many of these problems. Now any sex therapist would, you know, they'd give anything for this technology and they're very welcome to it. I hope it helps them, I really do, I hope it helps them.

It's about time someone came along and solved humanities problems on the subject of sex. You know there's so much garbage written, there's whole libraries of garbage written in books on the subject of sex. It's about time someone come along and spoke the truth on the subject and settled everyone's minds so they knew exactly what the score is on this subject. And they can put their minds at rest, so a person with a sexual quirk, knowing this technology, only has to look at the IP's and they'll know at a glance which universe they're in. They'll know sexually they're in the male universe or they will know they're in the female universe. It's as simple as that.

So you see this subject of sensation and the IP, self, not-self and the postulates has got enormous ramifications, doesn't it. It doesn't sound like very much when we start in on it but we now find that it's of enormous social value in our society not just on the subject of sex. I mean if it was only useful on the subject of sex it would be wonderful data... wonderful information, but bear in mind it applies to every goals package as I've already indicated with the examples of the young lads, the

adolescent boys driving their car into the brick wall, and the example of the 'To Eat' goals package. There are other examples there, so it applies to any goals package. Well I hope this information, this data on this subject proved useful to you and thank you very much.

End of tape

Level 5 : Tape 14 – The Surprise Game

16th August, 1994

[Note: This tape is paired with Tape #2 in the Level 5 Series on 'Dissociation', this is the precursor information to the data on that tape.]

Today is the 16th of August 1994 and I want to take up today the subject of surprise and the subject of delusion and various other related subjects. This tape is most closely associated with tape number 2 of this set *[titled "Dissociation"]* and it will be advisable to put the two of them together actually, tape 2 and this number tape, which will be tape number 14. They do come out as a pair, these two tapes do.

Now the subject of surprise is one of the more interesting psychological subjects, the subject of surprise is. The reason for this is that it's a rather unique subject. It's the only postulate that you can make in this universe and be absolutely certain that it's going to work. As far as I know if you postulate that you will have a surprise then you will in fact get the surprise.

The postulate simply never fails. If you postulate that you will have a surprise then you will have a surprise, and that's all there is to it, but the mechanism is quite fascinating and I hope to be able to explain it on this tape. In order to do so it will be of interest to take up one of the more obscure paradoxes and this is known as "the paradox of the surprising blackout".

And this is the way it goes: An army commander calls all his troops together in the main hall one evening about 7 o'clock and he says to them, "In order that we should be prepared for every contingency," he says, "and be on the alert," he says, "One evening this week Monday, Tuesday, Wednesday, Thursday or Friday and sometime between 7 o'clock in the evening and 9 o'clock in the evening I will arrange that we're going to have a surprising blackout. All the lights will go out so you must be prepared to have torches handy to go to your action stations and we will go into the mode of a surprise attack on the military installation."

So he goes ahead on his blackboard and gives all the details of what he wants everyone to do and so forth, and he dismisses the men and they all wander back to their barracks and sit and talk about this surprising blackout.

And then the barracks room lawyer speaks up and says, "Look chaps," he says, "this whole thing... there is something very odd about it." He said, "There's something very odd about it."

He said, "Look, clearly he told us that this surprising blackout is going to occur one evening this week, Monday between 7 and 9, Tuesday 7 to 9 so on right up through Friday and 7 to 9."

Well, if this is so," says the barracks room lawyer, "quite clearly the surprising blackout can't occur on Friday evening because if we haven't had it up till 9 o'clock Thursday evening, obviously it's going to occur Friday evening and then it won't be a surprise will it?"

And all the men agree that this is so. "So the surprising blackout can't occur on Friday." he said, "So, by similar reasoning it can't occur on Thursday evening, because if we know it can't occur on Friday so therefore if it hasn't occurred Monday, Tuesday and Wednesday it must occur on Thursday, see.

"But then again if it occurs on Thursday it won't be a surprise." And they all nod their heads in agreement that his reasoning is quite impeccable.

And he said, "Now by similar reasoning, it can't occur on Wednesday evening and it can't occur on Tuesday evening and it can't occur this evening, so this surprise blackout simply can't occur." And at that moment all the lights went out and they had a surprise.

Now what on earth is going on here? The barrack rooms lawyer's reasoning is quite sound. It's quite sound. Well, how come they got the surprise? He'd proved by cold hard logic that they couldn't possibly have a surprising blackout. Yet they had one, they had the surprise and because they just proved they couldn't have one then when it happened they of course got the surprise. Now what's going on here? Well let's have a look at this.

Now bear in mind what the military commander told them. He told them that they were going to have a surprising blackout. Now if he'd of just told them that they were going to have a blackout on one of those evenings, either Monday, Tuesday, Wednesday, Thursday, or Friday evening then, of course, they wouldn't have been able to use this reasoning that they used, and so forth, and they would have simply said, "Ok, well the blackout is either going to occur Monday, Tuesday, Wednesday, Thursday or Friday" and they would have gone about their business knowing that one of the evenings they were going to have a blackout.

And the thing wouldn't have been a surprise at all. They would have maybe got up to Thursday evening and said, "Oh, well it's going to be tomorrow evening sometime." But there would have been no paradox there at all; everything would have been quite straight forward. The lights would have gone out either Monday, Tuesday, Wednesday, Thursday or Friday between 7 and 9 o'clock in the evening, you see, and they would have had their military exercise.

But the commander didn't say that. He said, "You'll have a surprising blackout." And because he said that they made this reasoning, which is quite valid reasoning on the basis of what he said and arrived at an erroneous conclusion. Their conclusion was obviously false because they concluded that the surprising blackout couldn't occur. But it did occur and they got their surprise.

So therefore, although their reasoning was valid their premises were false. They were basing it on a false premise. So what was the false premise they were basing it upon? Well the false premise they were basing it upon was that they were going to have a "surprising" blackout.

Look, the military commander told them, "You're going to have a surprising blackout." Now that was false, the truth of the matter was they were going to have a blackout. You see that? That's the truth of the matter. When he said, "You're going to have a surprising blackout." That was false. There was a lie in the statement.

You see, once he said you're going to have a blackout the blackout can't be a surprise, but he just told them they're going to have a blackout, you see. So it can't be a surprising blackout because he's just told them that their going to have a blackout. Get it? So it can't be a surprise.

So therefore the blackout they're going to have is a non-surprise. But they all, once they agree and say, "Oh yes, we're going to have a surprising blackout." They buy his lie. And once they buy the lie, of course, all the deductions they make turn out to be false because they are based upon a false premise. Then, of course, they end up in the ridiculous state of affairs where they say, "Well, we can't have a surprising blackout." And then of course the lights go out and they have their surprising blackout, where they all get a surprise. And, of course, they all agree to the postulate that there would be a surprising blackout, so the postulate came true.

The military commander said there would be a surprising blackout and there was a surprising blackout. Get it? You see the paradoxical nature of the situation. And the fact that what I said earlier on in the lecture that the surprise is the only postulate I know of; that if you make this postulate you can be absolutely sure that you're going to get the surprise. Never fails.

The Surprise Game

Well why doesn't the postulate ever fail? Alright, to understand that I better give you another example. Back in the 1950's in London there used to be a game us auditors played and it's based upon a very, very old game on the time track. Very early in this universe there was a game called the "Surprise Game".

You see, a being goes up to another being and says, "Look now," he says "imagine this box here." And, "Yes," says the other being and he imagines a box. "Just imagine," he says, "when you open the lid of this box and look inside you will get a surprise. Just agree that that will be so." And the other being says, "Alright. I agree that when I open up the box and look inside I will get a surprise." Then the first being says to him, "Ok, now go ahead and open the box and look inside." So he opens the lid of the box that he's just mocked up. Opens it and looks inside and, of course, gets a surprise. See? What a marvellous game you see, the surprise game.

And we used to play this game in London. Ron Hubbard introduced the game there. He told us it was an early track game and many of us checked it out and found it is so. You can find it, you can find this game on any ones time track, very early on. I used to play this game with all the other auditors. We used to play it on each other and get other people to play this game and get our preclears to play this game.

I noticed something quite interesting about this game, that people who couldn't make the game work were heavy cases. In other words, if a person could make this game work, you could try this game on them and they could open the box and get a surprise they were pretty easy running preclears. They weren't in any great case difficulties.

But when you got someone to explain the thing to them and got them to do it and they opened the box up and never got a surprise, then this was a difficult case. But we never figured out why this was so. It was so, and other auditors spoke to me about it and they checked it out, too, and they also found that all the people that could make this game work were easy running preclears. And all those who couldn't make the game work were rather heavy cases.

And there the matter sort of rested. I couldn't figure out why it was. Must be something to do with games, you know, must be something to do with this game of surprise and there the matter was dropped. It was only many years later when I was researching in the area of TROM that I began to put all these bits together, on the subject of surprise and tied it up with various other things and could understand why when a person can play this game they're a pretty easy running PC. When they can't play this game, they never get the surprise when they open the box up, they're a rather difficult case.

Surprise and Not Know

Well now, before we proceed we would have to go ahead and know a little bit more about this subject of a surprise. Before you can be surprised in this universe, before you can have a surprise you have to be willing to 'Not Know' something.

Now that is absolutely fundamental to this game. If you are willing to 'Not Know' something you can always get a surprise. Now almost anyone can do this, but a person who is in pretty good case shape and has good control over their 'To Know' postulates and their 'To Not Know' postulates can actually do this most markedly.

That is they can always make their life most surprising by upping their willingness to 'Not Know', by just increasing their willingness to 'Not Know' or put it another way to decrease their willingness 'To Know'. See? And if you do this, increase your willingness to 'Not Know', you'll find that life becomes a constant series of surprises. If on the other hand you increase your willingness 'To Know', which amounts to decreasing your willingness to 'Not Know', all the surprises go out of your life. See? And you can juggle these two postulates, 'To Know' and 'To Not Know', balance them up so that you can get just the right amount of surprise in your life that makes life interesting for you.

It's simply a matter of balancing the willingness to know against the willingness 'To Not Know' and getting it to the level which gives you just the right amount of surprise that you think is just right for you. It's entirely a matter of juggling those postulates willingness 'To Know' and the willingness 'To Not Know'.

Basic-Basic Solo Games

Well now let's return to our surprise game, our game with the box, where the spiritual being postulates that when he opens the box he will get a surprise and then he goes ahead and opens the box and gets the surprise. Now, of course, this game could be played solo. It's a completely solo game. In fact it's the earliest solo game I know of in the universe. There's no earlier solo game than the surprise game. It's sort of basic-basic on this subject of solo games a person could play with themselves, the surprise game.

And this is an important point which will come up later in the talk. So bear that in mind that this is a basic game on the subject of solo games, it's basic, it's a basic solo game is the surprise game. Now let's examine this surprise game a little bit more carefully. The person mocks-up the box and he says that, "When I open the box I will have a surprise."

And when he opens the box and looks into the box he does get a surprise. Now let's just examine carefully these steps here. He mocks-up the box and he agrees or postulates that when he opens the box and looks inside the box he will get a surprise. Well quite clearly he has to 'Not Know' what is in the box. But look, there's nobody else putting anything in the box except him. Right?

So this is where the 'Not Know' bit comes in. You see? In order to play this game there's various things he has to be able to do.

First of all he has to be able to 'Not Know' then he has to be able to do something. Mock something up and not-know that he's doing it. In other words he's got to be able to play a game with himself. All these are requisites to being able to play the surprise game. Now you're beginning to see why the person who can play this game in the universe isn't in a difficult case condition. And why people who can't play this game are rather heavy cases. Anyone who can play games with themselves and can manipulate their 'Know' and 'Not Know' postulates to such a degree that they can play the surprise game with themselves. They still have considerable control over those postulates, don't they?

And if they've got that much control over the 'To Know' postulate and that much control over the 'To Not Know' postulate, which happen to be two of the postulates out of the basic goals package, if they've got that much control over these fundamental postulates in that basic goals package, there can't be all that much wrong with their case. You see that?

It means that the basic 'To Know' goals package isn't charged up. Get it? So the diagnostic aspects that I discovered back in the 1950's relating this ability to play the surprise game and an easy running preclear. And relating it to a person's inability to play this game and the rather heavy running PC, was a correct observation.

Now let's press on. Now if you think about this for a moment, let's take a spiritual being who is very adept at playing the surprise game. Well if he was very good at playing the surprise game and

very good at being able to mock things up like this and get surprises, he would be almost self-complete in terms of games, wouldn't he. He would be able to create his opponent there, which is really him mocking it up. He would be able to mock-up an opponent and play a game with his opponent but the opponent is really his own mock-up. I mean, let's not kid ourselves, with this whole thing of the surprise game. There is nobody else involved but him. There's nobody reaching into that box putting things in there against his will, against his choice. The whole thing is being done by him. And he gets the surprise, but it's him that's putting things in the box or taking things out of the box and changing the conditions in the box and making all the mock-ups and such. He's playing the whole game and still getting the surprise and it's all done through the dexterous use of the 'To Know' and the 'To Not Know' postulates.

You can't disprove this as a proposition, but we could say that a spiritual being only got involved with games with other beings in this universe when his surprise game became boring to him, when he could no longer be surprised or sufficiently surprised in his own universe surprise game.

I'm not seriously suggesting that this is the way it happened but I will point out that it could have happened that way. That a being with very excellent control over the four postulates of the 'To Know' goals package could play some very involved surprise games with himself and could keep himself amused there, very amused.

Well now let's just pause here and consider this surprise game from a therapeutic point of view. Quite clearly when we run the basic 'To Know' goals package at Level 5 when we're handling the four postulates of the 'To Know' goals package, we're clearly improving the person's ability to handle those four postulates and therefore improving their ability to play the surprise game. Right?

Is there any other goals package that we could use that more specifically addresses the surprise game? Yes there is. There's the 'To Surprise' goals package. Now the 'To Surprise' goals package, the four postulates of this goals package are:

1. To Surprise
2. To Not Surprise
3. To be Surprised
4. To Not be Surprised

And, wait for it, the package is erasable. You can test this, whichever way you like. You can test the ionisation. You can put the postulates 'To Surprise' and 'To be Surprised', into a mass and you will find that they ionise mass white or coloured. Or you can do the earlier test with it and discover the postulate 'To Surprise' is in no way opposed to the 'To be Known' postulate of the basic package.

So the 'To Surprise' goals package is erasable and when you test it, the third and final proof, of course, is that when you test it and run the package in therapy it does actually erase. It's an erasable package. I erased it some time ago, it's quite an erasable package.

Now a person who can easily play the surprise game with themselves has next to no charge on that package but a person who cannot play that surprise game has one hell of a lot of charge on that package. They can have so much charge on that 'To Surprise' package that they do best to abandon it and realise that the surprise package is within the 'To Know' goals package, which it is really, it's a part of the 'To Know' goals package because the whole of the subject of surprise is absolutely fundamentally bound up with this subject of knowing and not knowing as we already discussed.

So it's no surprise to discover that once you realise that the 'To Surprise' goals package is so closely associated with the basic package that it will collapse. It will quite easily, quite readily collapse and so it's an easy one to erase but it's very diagnostic of the heavy case. If a person has trouble with the 'To Surprise' goals package you can know that they're going to have a lot of trouble with the 'To Know' goals package and they're going to have a lot of trouble on the subject of knowing and not knowing.

The Playmate

Now, as I've already mentioned, the surprise game is the earliest solo game on the track and the 'To Surprise' game leads quite naturally into what is the second earliest solo game on the time track.

The way it happens is this. The person plays the surprise game, and bear in mind in the surprise game there's no opponent actually mocked up. The opponent is there but the opponent is only there because of the games player’s postulates. His postulates, his know and not-know postulates that he's using in the surprise game give the illusion of the opponent. Right? Well, eventually the person playing the surprise game thinks to himself it would be a nice idea to actually create the opponent whose putting things into the box or whatever the surprise is.

In other words he creates an identity over there that's giving him the surprise and this would be a natural extension of the 'To Surprise' game.

Now this is the game called "The Playmate". It's a definite point on the track, you can find it. The game is playmate. Actually the word surprise will read quite strongly on the meter if this area is charged. It is with many people and the word "playmate" will read on the meter too. They are definite games on the time track, is the "playmate" and "surprise" games. Now there's the "surprise game", which leads into the game of the "playmate". Now the "playmate" is the being he mocks-up to play games with. See? That's his "playmate".

And at this point on the track of the "playmate" you'll find the spiritual being goes into great conversations with his playmate and the playmate's always with him and he carries this mock-up of his playmate around with him and no matter what he's doing the playmate's always sitting there and if he gets into any difficulties he'll always have a little word with the playmate.

Now as I'm speaking these words do you recognise something from childhood on the subject of the playmate? Recognise something that is common to almost all children in childhood? Yes you've spotted it, the teddy bear. The teddy bear. The teddy bear phenomenon in human childhood is a direct throwback, you might say, to the playmate game from the early track in this universe.

The child simply mocks-up the playmate. The young child mocks-up the playmate and he personifies it as the teddy bear. And we see this young child, this young toddler carrying this teddy bear around with him all the time. He converses with it, often not in English, in some language that's best known to himself and he won't be parted with it. When he goes to bed every night he takes his teddy bear with him. And the teddy bear is in bed with him all night long. When he plays his games in the house during the day his teddy bear is sitting there watching him. And if you watch the child you'll see him converse with the teddy bear. He'll say something to the teddy bear and you'll see the child stop and he's looking at the teddy bear and the teddy bear is speaking to the child. You can't hear it, of course, but the child is conversing with his playmate. The teddy bear is very real to the child.

If you've ever picked up this period of your own time track, of your early childhood, you'll realise that what I'm saying is completely true and factual. That the playmate is a definite solo game that all children, don't want to say all, but darn near all children play.

The surprise game which is a predecessor on the track, the surprise game precedes the playmate game but strangely enough the surprise game is just a little bit too intellectual for the young child. So he'll play the playmate game with his teddy bear. It's as if he needs the substance of the teddy bear, he needs the identity there. Something he can lay his hands on, something he can see to play the playmate game.

But essentially it's the surprise game plus mass, that's all the playmate game is. It's the surprise game plus the mass of the identity that is his playmate and can be his opponent in the games that he plays. Now what happens to the playmate game in childhood? Where does it end up? Well the child drags this teddy bear around with him usually for some months and then one day you find the child no longer has the teddy bear and the child is ignoring the teddy bear, and the game is over.

It's as if the child got bored with the teddy bear. I remember in my case, I simply got bored with it. I simply, got bored with the game. I decided there were better games to play out in the real universe and I didn't need this teddy bear, need this playmate any more. I could stand on my own feet. I didn't need to keep conversing with the playmate.

I realised that there was nothing he could tell me that I didn't know myself so that ended the game. And I think that's how most children end the game, they simply get bored with the game and that's the end of the teddy bear. And Mum picks up the teddy bear and puts it in the cupboard and there it stays forever. The child's finished with the teddy bear.

Now it's no surprise, no pun intended here, now it's no surprise to discover that any ill effects of the playmate game can also be erased and handled in the 'To Surprise' goals package because the playmate game, the game of the playmate, is basically the surprise game. It's just got that extra bit of mass in it. And it's got the personification of the opponent in terms of the playmate. You get it? So the little 'To Surprise' goals package will handle the 'To Surprise' game and the game of the playmate. It will not only handle it in childhood, in this lifetime for you, but it will handle it over the whole track for you. It will run the whole track, run the game out whole track.

It will also run out more than that as we will discover as we go on.

Liability in the Surprise Game

Are there any pitfalls, any liabilities to the surprise game? Or more importantly, are there any pitfalls or liabilities to the game of the playmate? Yes there is. There's one, and as far as I know, only one liability to this game.

And this liability is quite an important subject. The liability is that the person believes that their playmate is alive in its own right. I'll give it to you again, it's so important I'll make sure that you've got it, I'll repeat it to you again. The liability of the playmate game is that the person can come to believe that the playmate is alive in its own right.

Now clearly such a belief is a false belief. The playmate is nothing else but a mock-up. And once the person says to himself or comes to believe that his teddy bear or his playmate or whatever it is on the track is alive. If sometime in the playmate game he comes to believe that the playmate is alive in its own right, he's in trouble because it's false and the lie will persist.

And once he believes his playmate is alive in its own right he starts to oppose the playmate and now he's in opposition with his own psyche and there is the danger. Now this material I've just given you on this tape is the lead up material to the material on tape 2.

You remember I gave on tape 2 the subject of the machines and the subject of the fixed solution to the problem and I talked then about dissociation. Well this material I'm giving you now precedes that on the time track. It precedes it.

Or another way to look at it, you might say that the mental machines that I spoke about in the second lecture are really just another name for the playmate. Yes you could look at it that way if you wanted to. That they are simply one in the same thing. But, never the less, this bit of the tape, this lecture up to this point, this material I've been giving you belongs prior to the material I gave on tape number two and putting the whole lot together.

You now get the whole cycle of this subject of dissociation. This whole subject of the cycle of dissociation starts with the surprise game goes through the game of the playmate and then all falls apart if the person gets into later trouble with dissociations. Starts to dissociate in their later

life, it's because they believe that the playmate is alive in its own right, and that's the basis of their troubles on it. You see that?

That's the basic of their troubles on this game. The playmate game falls apart at that point. You get it? And all their troubles with dissociation start at that point because they then start to go into opposition with parts of their own psyche, which is dissociation. So, this material I'm giving you here in collaboration and conjunction with the material on tape number 2 gives us the whole picture and gives us everything we need to know to resolve this subject and understand this subject of dissociation in the human psyche. I can tell you now we've got the lot. We've got it all. Once we understand the basic game, the earliest game on the track, the game that the person plays with themselves, the surprise game, which leads into the game of the playmate, which is the game of the teddy bear in childhood and that's the "key in" you might say of the early track game.

If the person falls into this terrible trap of believing that their playmate or their teddy bear is alive in his own right, they're doomed from that point onward. They go into mental dissociation and they're primed for schizophrenia.

Voices in their Head

They are primed to entities in their mind. They are primed to having voices talking to them. They're primed to all the horrors that you can read about in any psychiatric text book on this subject of dissociation. Not everyone who makes this mistake in the playmate game will go insane. No obviously not. But potentially they can. The mistake has been made. You get it?

And we've now got all the data and all the material to handle it. Case wise all we have to run is the 'To Know' goals package. Level 5 takes it apart. Level 5 plus the 'To Surprise' goals package, that little subsidiary one, the 'To Surprise' goals package. And if the person has entities and so forth, they can be, as I've already pointed out, they can be handled at Level 2 and Level 3 of therapy, too. They can be time-broken at Level 3 and differences and similarities with entities can be found at Level 2 and the whole subject of entities can be made the subject matter of the 'To Know' goals package at Level 5C.

So we have the four addresses to this subject of mental dissociation at Level 2, Level 3, Level 5A and Level 5C. And we've wrapped up this subject now, we've wrapped it up completely, this whole subject of dissociation has been wrapped up. Now do you see what I meant when I said, "this tape should be run concurrently with and is a pair with tape number 2 with this set."

The two of them form a pair and we can now wrap up this whole subject of dissociation. So as far as therapy is concerned all we're adding on this tape is the 'To Surprise' goals package. It's just a junior goals package; you can add that at Level 5B.

The 'To Surprise' goals package, you can throw that in. So really strictly speaking you can handle dissociation, entities, and so forth at Level 2, Level 3, Level 5A, Level 5B with the 'To Surprise'

goals package and at Level 5C by making the junior universe and entities the subject matter of the 'To Know' goals package.

So there are our five addresses in TROM to this subject of dissociation, and I can assure you, in those five levels we can crack this whole subject, because we now know where it comes from. We now know all there is to know about this subject of dissociation. We've now got it licked.

We can know why Ron's technique of OT3 failed to handle the entities. The OT3, as anyone who's attempted it knows, it goes on forever, and it does not flatten. Now why doesn't it flatten? It won't flatten simply because while the person believes that these entities are alive in their own right he's caught in the lie. And while he's caught in the lie the process will not flatten, he can't get rid of the entities. Get it? He's simply falling into the trap that he fell into in the playmate game. He keeps saying that the playmate is alive in his own right, that's the lie. He isn't, his playmate is his own mock-up.

While he believes that the playmate is alive in his own right he starts building up mass on the playmate and he starts to oppose the playmate, he starts to go into dissociation. That's why the tone arm rises when you're dealing with entities on OT3 you get a high tone arm and a stuck needle. Why? Because you're building up mass, you keep calling the lie.

In OT3 we have this unfortunate situation. It's a ridiculous situation. If the preclear or the Clear whatever he likes to call himself with his right hand is trying to audit out entities while holding them in place with his left hand by insisting they're alive in their own right then he's playing games with himself and doesn't know he's doing it. Once he knows he's doing it he can stop doing it. But the only way he'll ever find out he's doing it is to do the levels of TROM that handle this material.

Then one day he'll say, "My God! With my left hand I'm saying the entities exist and they're alive in their own right, with my right hand I'm trying to erase them out of my psyche. Well how mad can I get."

Then they'll go. Then they erase. That's an end to it. He's now finished with his dissociation. He's broken through and understood the truth of the matter. And he's now finished and can now erase the surprise game and erase the game of the playmate and erase the entities. The whole lot now will go. Gone. End. That's it.

End of tape

Level 5 : Tape 15 – Delusions

16th August, 1994

Well, now I would like to take up the subject of delusions, which is a related subject to the subject of surprise, as you will discover. A delusion is a false impression. That is a very good definition of a delusion: a false impression. One looks at something and believes it to be different than it actually is. That is a false impression. So that is a delusion.

Now, as a matter of fact, there are basically only two types of delusion in this universe, and they match the two basic types of lies in this universe. Now, let's just reiterate the two basic lies in this universe.

There are only two lies, there are only two basic lies in this universe:

1. One of them is to say, that a thing exists when you know that it doesn't exist. That's the first lie.
2. And the second lie is to say, that a thing doesn't exist when you know that it does exist.

Now, no matter how complex a lie is, it can always be broken down into the one or the other, or both of those components. They are the two basic lies in this universe. And from those two basic lies we arrive at the two basic delusions in this universe:

1. Now, the first basic delusion is to believe that a thing exists when in fact it doesn't exist.
2. And the second basic delusion is to believe that a thing doesn't exist when in fact it does exist.

Now you can see how the two basic delusions actually stem from the two basic lies in the universe. Now, there's nothing essentially wrong with having a delusion. I mean, we all have them, you know. You watch a child, when a child is learning about life and learning about the universe around him, he gets the wildest of ideas about life. And you talk to a young child about things, and they will tell you the wildest things about why things happen, you know, and the reasons for this and the reasons for that. And you listen to this and you say, "Oh my god!" But it all makes sense to the child, and it all fits together in his mind, and it's quite okay with him. And most of it, of course, is non-factual.

Well, this is quite okay; there's no reason why the child shouldn't be like this, as long as the child can correct his delusions. You see that? And the child, the rational, sane child does. He has an idea, he sees something and he has an idea about it, and then, later on, further evidence shows up and he says, "So well, my ideas about this aren't right," and "No, that's not quite right." And then he

changes his ideas to make his ideas fit the way things are in the universe, for he is now learning about the universe. And so on. You see that?

So there's nothing wrong with being deluded. It happens to all of us. All of us went through childhood and a period of delusions, and so forth. No, the problem that arises with a delusion is when you can't change it. When it becomes fixed, then that is the problem; the fixed delusion, you know. When your delusions become fixed, that's when the brawny men in the short white jackets turn up and cart you off to the local asylum. You see. That's when you're in trouble. When you can't change your delusions in the face of evidence, which clearly indicates that these delusions are false.

So the first thing we have to get over is this idea there's anything wrong with having a delusion. We all have them, you know. We all have delusions. So you just have to get off this idea there's anything wrong about having a delusion.

Humour and Laughter

As a matter of interest: the whole subject of humour and laughter, and so forth, is based upon the subject of delusions. If nobody had any delusions there would be no humour and no laughter in the universe. Now, how does this work out?

Well, you listen to someone telling you a joke and if you examine what is going on very carefully, it runs somewhat like this: He's setting up a situation for you, he's sort of painting a picture; he's setting up a scenario, as they say, of a situation for you. And as you listen to it you sort of build it up, you build up a picture in your own mind what's going on.

What you don't know is that it's a delusion; that there's a delusion here. There's something there that you don't know. And he's not telling you; he's building up a scenario for you, and you finally get the whole picture, and it all looks okay, and then suddenly he gives you the punch line. As soon as you get the punch line you realise that you were deluded, that it wasn't what you thought it was, and you laugh. And the laughter is the rejection of the delusion. You get it?

You can define laughter as the explosive rejection of a delusion. And that's really all laughter is, it's the explosive rejection of a delusion. The person is saying to himself, "Oh gee, I thought it was that way, and it wasn't! It was this way."

What he thought was the situation wasn't the situation; it was different from what he thought. And the sudden rejection of the delusion and the acceptance of the facts is accompanied with laughter; and also with surprise, which is the factor that relates the subject of laughter and humour to the subject of surprise.

When you hear the punch line in the joke, there's always an element of surprise in it too, isn't there? There's a surprise there, there's a surprise factor. So the phenomenon of laughter, the

explosive rejection of a delusion, is related to the subject of surprise, so that they definitely go hand in hand, these two subjects.

Now, we can learn quite a lot about this by following through on this idea. It tells us immediately that while a person can change their delusions, can change their mind, you might say, change their ideas in the face of further evidence, they can laugh. Right? See that? Because the laughter only occurs at the point where they reject the delusion, if they can't reject the delusion, i.e. they can't change the delusion that's in their mind, they can't laugh.

And we see this phenomenon with people. That the person, you might say the up tone scale person, who's free to change his mind, can change his delusions very easily, very rapidly. And this person laughs rather easily. And we say this person has a quick and ready sense of humour.

But we get another person who is stuck, we say, in his delusions, stuck in his ideas. We tell him jokes and he never laughs. You see, he can't, because he cannot reject the delusion, any delusion, he can't laugh! You see? And that's why he doesn't laugh! You see that?

And this is why this test, of whether a person laughs very much and how easy it is to make them laugh, is a very good test of how serious case-wise a person is. The worse off they are case-wise the more difficulty they will have on the subject of rejecting delusions.

You might say that as they go down the tone scale, or as they get worse and worse off case-wise, they become stuck in these delusions. They become less able to change these delusions. And it shows itself most immediately in an inability to laugh.

So, this subject of the delusion is quite an important subject, when we relate it to the subject of the ability to laugh and understanding just what laughter is. And let's not kid ourselves, this is it, you know. We've got it here. We know what laughter is. We know what this subject of laughter and humour is.

Comedian

If you understood what I'm saying very well on the subject of humour, you could become quite a comedian, assuming you had the ability to put it together, because you've got the actual essence here of humour.

It's the creation of a delusion; followed by the punch line, which shows the falsity of the delusion that was built up and is causing the other person to explosively reject the delusion with laughter and so call you a comedian, call you a funny man. That's the way it goes, that's the way it's done.

This is the inner secret of the inner secret of how to make people laugh, I can assure you. But before you could be absolutely certain that you could make the person laugh you better find out how able this person is to change their delusions.

If this person can't change their delusions very quickly and very rapidly they won't laugh at anything you say. They won't laugh at anything anyone says. They're stuck. So that's what I wanted to tell you on the subject of delusions and tie it up with the subject of surprise for you, and tie it up with the subject of laughter and the subject of humour.

And I hope this material is of value to you. Thank you.

End of tape

Level 5D : Tape 16 – Alternate Bond Breaking

1st September, 1994

[Note: This tape is paired with Tape #8 in the Level 5 Series on 'Bonding (Relationships)'.]

Today is the 1st of September 1994, and the title of this lecture is "Bond Breaking". This lecture Bond Breaking must not be separated from the earlier lecture entitled "Bonding (Relationships)". The two lectures form a set. They form a pair. They form a set and should not be separated.

It's a few months now since I cut that earlier lecture on the subject of bonding and the first thing I want to say is that everything I said on that tape is absolutely and perfectly factual. It's perfectly true. We can erase each and every bonding, each and every relationship in the mind that hangs fire in therapy. We can erase them at Level 5C and it is also true that they should not be attempted; no attempt should be made to address relationships in the mind until one reaches Level 5C.

All of that is true, and there's nothing on this tape I am going to give you now, which is going to change that in the slightest. All I'm going to give you now is a faster method of breaking bondings in the mind.

A Faster Method of Erasing Bondings

This happens very much in psychological research that you discover a method of doing something and it does the trick. It's adequate, it does the trick. Then when you've used that to clean up this area of the psyche, clean up this area of the mind, and you've put the whole subject to bed, then your attention goes into other areas of the mind. You do other research and clean up other areas.

Then suddenly one day you say, "Oh my God! There is a simpler way to do that." Well that is what has happened here. I suddenly realised that there is a simpler method of erasing relationships from the psyche, a simpler method.

Now note what I am saying here. This method I am giving you is simpler and faster, therefore, faster than the method given in the earlier lecture. And it does not in any way invalidate what I said in the earlier lecture.

This is simply an alternative method of doing it, which I think you will find is simpler and faster than making the relationship the subject matter of the 'To Know' goals package at Level 5C. As far as Level 5C, everything written in the write up, and bear in mind I said in the write up, that any postulate can be made the subject matter of the 'To Know' goals package at Level 5C and that is

true. That is true. So the write up is still complete. The write up as given, as published, will still do the trick. As a matter of fact if it wasn't sufficient to do the trick it would never have been published. I would have spotted there was a flaw. I gave that Level 5C exhaustive research on all sorts of postulates till I was absolutely certain of my statement that Level 5C can be used in that context to erase postulates from the mind.

Now there are possibly many people who will hear this lecture, hear this talk and say, "Dennis, when you say that this is a simpler method of erasing bondings from the mind you are incorrect. This is not a simpler method. This is a more complex method."

Very well, then for you, if you find this method I'm going to give you more complicated than the method given already, then fine, stay with the earlier method. It will work for you and it will do the trick but as far as I'm concerned I would consider this a simpler method. So I'm working from that reality, that I consider this a simpler method that I'm giving to you. I think both methods should exist.

Level 5D Alternate Bond Breaking

Now this method, on the methodology given on this tape does actually mean we have a new level in our therapy, which becomes Level 5D. The reason this becomes Level 5D and not some Level 6 or anything like that is because the procedure is still intimately bound up with Level 5A.

In other words, that just as Level 5C is intimately bound up with Level 5A, in that every time you finish with something at Level 5C you must go back and re-null the general 'To Know' goals package at Level 5A, well similarly with this new Level 5D every time you finish handling something you must go back and re-null the 'To Know' goals package at Level 5A. So it clearly is a part of Level 5 and is not any part of any new level.

It's simply Level 5D of Level 5. And the name of the level is: Level 5D Alternate Bond Breaking.

Now before we proceed with Level 5D I will give you the basic postulate structure of the level, the basic rational, the basic reason why of the level. In other words, I'll give you the foundation upon which it rests.

Level 5D Fundamentals

Now there are two propositions upon which Level 5D rests and here's the first one:

- The reason why a bonding hangs fire in the mind is because the person is still subscribing to it. That was the first one.
- And the second one is that any bonding in the mind can be erased by taking over the automaticity that is keeping that bonding in existence.

Now they are the two fundamentals of Level 5D and from those two fundamentals our modus operandi at Level 5D proceeds. It stems from those two fundamentals. So you better understand those two fundamentals. I'll go through them in detail for you.

#1 – Still Subscribing to the Bonding

The first one, the reason that the bonding hangs fire is because the person is still subscribing to it. Well if you think about that for a moment that is obvious but I am putting it in there because sometimes the obvious escapes people. They may wonder why this thing is hanging fire. Well, [chuckle] you need look no further.

The reason why a bonding hangs fire in the psyche is because you are subscribing to it. It's not sitting in there because your Aunty Maple subscribes to it still. Or your Aunty Maple subscribed to it once. Or your dad subscribed to it. It's in there because you are subscribing to it. You subscribed to it in the past and you are still subscribing to it in the present. It's got nothing to do with whether or not the bonding is true or false in the universe that has got absolutely nothing to do with it.

The bonding may be true in the universe. The bonding may be a pack of lies from start to finish. It doesn't depend on whether the bonding is true or false. Its continued existence in the mind only depends upon this fact that you are subscribing to it still. Now do you understand that? You've got to get that absolutely clear. It's you doing it, it's your bonding, it's your mind and it's you holding it in your mind. You've got to get that. You've got to get that and understand that absolutely thoroughly, else you won't get anywhere with 5D.

#2 – Taking Over the Automaticity

Now let's take up this second fundamental, that we can erase any bonding from the mind by taking over the automaticity that's holding it in suspension in the mind. In other words, this bonding, that you are subscribing to, stems from some point in your past.

The bonding is not necessarily, to use Dianetics and Scientology technology, the bonding is not necessarily a part of your reactive bank. It's almost certainly more a part of your analytical mind. In

other words, the bonding is something you use as a solution to a problem. It's more likely to be a game strategy than it is to be anything to do with your reactive bank.

You must understand that these bondings are solutions to problems rather than problems. They're more of an analytical function than a reactive function. But by methodically taking over the automaticity that is keeping these things in existence we can very rapidly and very quickly take them back out of existence again.

But of course, you won't take them back out of existence until you stop subscribing to them. Now you gotta get that! In other words, you're saying, "This bonding is the absolute essence, the absolute quintessence of perfect truth. And I need this bonding to live and in the absence of this bonding I will die an immediate and horrible death."

Well, while you're believing that, you're wasting your time going ahead with Level 5D. You'd better understand that right from the outset. You've got to want to be free of this bonding before you can ever break it. While you want the bonding; you will be stuck with the bonding. After all it is your mind and it is your bonding. The bonding is only in there because you once found it useful and you stuck yourself with it. You've got to say to yourself "Do I want this bonding any more? Ok, I don't want that any more. Right, now I can get rid of it."

How do I get rid of it? Well I can get rid of it at Level 5C but also I can get rid of it at Level 5D, and Level 5D is what we're dealing with at the moment, so I'll tell you how to get rid of it at Level 5D.

Handle One Bonding at a Time

Now the most common phenomena that occurs when you start addressing a bonding in therapy with a view to erasing it, is that while you're addressing this bonding some other bonding shows up, which, the one you're dealing with is clearly related to.

Now this phenomenon is very common. It's so common that you're going to have to know what to do about it. Now what you do about it is very simple. You have a piece of paper, a pad by your side and a pencil or a pen and when these other bondings show up you simply note them down. You collect them in other words.

And then when you've written them down you go back and proceed to erase the one that you started out with. And, get me on this, you start out with this bonding and while you're working with it… we'll call it X.

You start out with X. This relationship X, and while you're working with X, relationship Y shows up. Now the thing you do is you write Y down on a pad. Get it?

The thing you don't do is leave X and go on to Y, that's definitely a flunk. That is definitely a flunk. You must proceed, as we know in therapy, you must complete your cycles as you go. You mustn't leave X and go onto Y. You stay with X. Now one or more bondings may show up. Doesn't matter

how many show up. You note them all down. I don't think you'll find more than 3 or 4 will show up. I never had more than 3 or 4, but maybe a maximum of 6. Let's say a maximum of 6 will show up.

These bondings will show up while you're dealing with the first one. Ok, just note them all down but you don't leave the first one. You don't leave X, you go on by using your technology, until you've erased X. Now that's true for Level 5C and Level 5D, it doesn't make any difference.

You don't go madly rushing around the place and taking a nibble off this bonding here, and another one shows up and say, "Oh, I've got to deal with that one first" so you get over there.

Now that is one sure way to make a cot case out of yourself on this subject of bondings. You will get yourself in a frightful mess if you do it that way. You've got to start on one and you say, "Right I've started on this one. This is the one I am going to erase first." And it will erase. You will get there. But you may have 3 or 4 or half a dozen others show up during the erasure. Just note them down. And each and every one of those that shows up will need to be addressed by you in therapy. That's why you have to write them down.

Don't try to commit them to memory, write them down on a pad so you've got them. You've got them nailed. Cause they're due for execution, they are. They're due for execution. So as they show up you write them down. Ok, you get that?

Also, as I've already mentioned to you on the earlier tape, when talking about bondings and relationships, don't be a bit surprised to discover that when you address a bonding that its reverse shows up. You know, you're dealing in therapy with 'if A then B' and it suddenly occurs to you that 'if B then A' is also true for you. Ok, fine, just write it down on a pad. Just write it down. You'll deal with that one too. In other words we deal in a methodical manner with every relationship that shows up. But we don't leave it till it's erased.

Having started on a bonding, having started to erase one we stay with that one until we've erased it, and then we go ahead with the next one. And we simply note all those that show up.

They trigger each other in the mind by association, that's all that's happening. They trigger each other. You'll soon come to see what's happening here. That they're forming in little clusters in the mind and each little cluster is a separate cluster.

Either you're going to have a bonding that's a separate bonding all by itself in the mind. This single 'if A then B' sits there all by itself in the mind, which is rather rare actually but it does occur. It's either going to be that or you're going to get an 'if A then B' show up and you start to erase it then another one shows up that's clearly associated with it.

And then another one shows up. You've got yourself a little cluster. You see? Note them all down. You'll eventually erase the whole cluster. And there's never more than... Well I was going to say I've never known more than three or four to be in the cluster. But be prepared for half a dozen.

Now I do know a method of getting the whole cluster. Of getting them all out before you even start. But it's a rather complex method there. And really there's no benefit to be obtained from it.

If one of these relationships is in the cluster it's going to show up sooner or later anyway while you're dealing with the other bondings in the cluster. You see what I'm getting at? So none of them are going to escape you, simply because, if they're connected to each other they're going to show up because of the bonding, because of the connection. As you deal with one it's going to trigger or restimulate the others. And you're going to eventually get the whole set. You'll eventually get the whole lot erased. So there is no real point in getting the whole lot out before you even start. And as it's a rather complex procedure to do, I won't give it to you. But it can be done, I can assure you, but there is no point in doing it. You might as well proceed and use the system I'm giving you which is the simplest way to do it. There's no advantage in using a more complex way of going about it when the simple way does work.

So, our stable datum here is that you're going to have a pencil and a pad by your side when working with bondings and this is true at Level 5C and at Level 5D. Don't try and rely on your memory. Write them down. Then once they're written down, they're nailed. You've got them. They're nailed down ready for execution each one's going to be handled.

How to Take Over the Automaticity

Ok we're now ready to discover just how to take over the automaticity of a bonding in the mind, which is the very heart, the very core, the very essence of Level 5D. Now I suppose the easiest way I can introduce this to you is to say, if you wanted to teach a child a bonding.

Supposing you had this young child and you wanted to teach them a bonding. Well, there's a way you could go about teaching them the bonding. I mean you could sit down and give them the bonding and show it to them, and say here's 'if A then B' and there's the relationship and the child would sort of look at it and think about it and, well, with a young child, you'd probably have minimal success, you know, and even with an older child they'd think about it.

No, no that isn't the way children learn things. Now if you were to go about it in this method you could actually teach the child the bonding. And we could utilise this method in therapy, as you'll see. It's a teaching method but you're using it as a therapeutic tool because you see there's not "you and the child" involved, there's just you involved and the child is simply part of your psyche.

You'll see what I'm getting at, it sounds a little complicated but as I proceed you'll understand what I'm getting at. Supposing you wanted to teach a child this bonding ‘if boy then wearing cap’, or loosely 'if boy then cap' and with the understanding that when we say cap we mean 'a person wearing a cap'.

Cap equals 'person wearing a cap'. Ok? Alright, our bonding is ‘if boy then person wearing a cap’. Supposing we wished to teach a child this particular relationship. I'm not suggesting it would be a good thing to teach a child this.

Actually it wouldn't be a very good thing to teach any child that relationship because it's a most peculiar relationship, but never the less, if you wanted to there is a very systematic way you could go about it with a child. You could teach the child the relationship. Whether the child would hang onto the relationship for very long I don't know.

Step 1 - if (A) Boy then (B) Cap

They might consider it the most peculiar thing and discard it. But never the less you could teach it to them. This is how you could go about it. You say to the child "Every time I say 'boy' I want you to say 'cap'." And the child would nod his head. And you say "Right."

So you say to the child "boy" and he says "cap" and you say "boy". He says "cap." And you could go on like that until there is no more change. Until every time you say "boy" he says "cap." And he's quite happy. You say "boy" he says "cap."

Step 2 - if (B) Not-Cap then (A) Not-Boy

And then you say to the child, "Alright now you say to me 'no cap' and I will say 'no boy'. Get the idea?" You say that to the child and he says "Yep" So he says, "no cap" each time he says "no cap" you say "no boy". He gets the idea. He says "no cap" and you say "no boy". And you go on like this until all his smiles and giggles and laughter is gone off and there is no more change.

Step 3 - if (A) Not-Boy then (B) Not-Cap

And you say "Alright, that's fine. That's fine. Now I need you to finish with that one." Right and the third step you take with the child, you say to the child, "I'm going to say to you 'no cap' and I want you to say 'no boy'". And the child gets the idea of that so you say "no cap" and he says "no boy". You say "no cap" and he says "no boy". And you continue on with this until there is no more change and there is clearly no more change in the situation. The child is quite happy with it. You say "no cap" he says "no boy". Right, that's the end of the third step.

Step 4 - if (B) Boy then (A) Cap

You then say to the child, "I want you to say 'boy' and every time you say 'boy' I will say 'cap'". So the child says "Ok". Off you go and he says "boy". Every time he says "boy" you say "cap". He says "boy". You say "cap". And that's the fourth step. You'll run that till there is no more change and the child is quite happy with that. And that is the four steps. There's only those four steps. I won't go through them again. You want *[to know]* what they are? Just go through them and you'll see them. But I will be repeating them later on in another context so you'll see them again.

Repeat

So those are the four steps. Now if you wanted to, with the child, you could go back and repeat the four steps again. Go through them all just to make sure there is no more change there, until the child can go through each of those four steps with no more change. And then quite a remarkable thing would happen to the child, quite remarkable. You then say to the child "Think of a boy". And he'd think of a boy.

And you say, "But when you think of a boy what do you think of?" and he'd say, "I think of a person wearing a cap." You've done it.

You've sold him on the bonding. See that? You could educate the child into the bonding by doing that. And for some period of time every time that child thought of a boy he would think of a person wearing a cap. And every time that child thought of a person who wasn't wearing a cap he would think of a non-boy. In other words, you would have given him the bonding. You would have sold the bonding to him by that little exercise.

Implantation

Now you might say this is an awful thing you're doing here Dennis. You're teaching us implantation. Yes I am, I am! [chuckle] This is how it's done. But I'm teaching it to you as a therapeutic tool. You see? Every coin has got two sides in this universe. There's the good side and there is the bad side.

While on one side might be an implantation method, on the other side it can be used beneficially as a system for removing implantation, for removing conditioning. Well how would that be. How could we use this? Well I've just told you, as a system for breaking the bonding in the mind. You will go in and run the thing like a goals package.

Remember the goals package technology at Level 5A and Level 5B? How you run a goals package? Well you would run this exactly like a goals package.

Breaking a Bonding

Supposing for example, you had the bonding in your mind 'if boy then cap'. And that was one of those you wanted to break in your psyche. Well this is how you would go ahead and do it:

Level 4

You would mock-up someone over that way in the class of not-self saying to you "boy". Get that?

Now that's his self-determined postulate in the class of not-self, over that way, saying to you "boy". As soon as he says "boy" over to you comes the message "boy" and that's his self-determined postulate right? "Boy".

But his pan-determined postulate is "cap". You pick up his pan-determined postulate and use it as your self-determined postulate and say "cap". Now every time he says "boy" you say "cap". He says "boy", you say "cap". And you will run that just like you will run any level of a goals package. You would run it till there is no more change.

Level 3

Then you would change your postulate from "cap" to "no cap". Your self-determined postulate changes from "cap" to "no cap". Then your pan-determined postulate out to the other end of the comm. line now goes into "no boy". Right? So you then punch out "no cap" and get that person at the other end of the comm. line to say "no boy".

You can see it as an overwhelm if you want to. But you're saying "no cap" he's saying "no boy". And you will continue until you can do that. Until there's no more change. Every time you say "no cap" he says "no boy".

Then the third one is you move to the next level up… that was Level 3.

Level 2

We are now up to Level 2. Level 2 is the person saying to you "no cap" and you saying "no boy" He says "no cap" you say "no boy". And you run that till there is no more change.

Level 1

Then you move into Level 1, which is you saying "boy" and the person at the other end of the comm. line saying "cap". And you would run that till there is no more change.

Test

Then you'll go back to step four again. Start in at the beginning and run the whole set again just to make sure that there is no more change on any of the levels. And a remarkable thing would happen.

When you then come to test that bonding in your mind 'if boy then cap' you would now find that you could think of a boy without thinking of a person wearing a cap. You would have broken the bonding. The bonding is broken. Now why is the bonding broken? Well the bonding is broken because you've taken over the automaticity that's holding the bonding in existence.

You see that? By creating in your own psyche the classes of self and not-self and going through each one of these methodical steps you've covered all four possibilities. There are only four possibilities.

You could only have got this bonding in one of four ways. Either it's you saying "boy" and getting someone else to say "cap", or somebody over that way is saying "no cap" and they're getting you to say "no boy", or you are saying "no cap" and they are saying "no boy", or they're saying "boy" and you're saying "cap", or any combination of all four. It's going to be one or the other or all four of those, is the way you would have learned it in life. You get it?

If you examine any of these bondings you would find that you would have learned them that way, or some way very similar to that. There would have been you and another person involved. You wouldn't have learned these bondings in isolation from other people. Maybe you picked them up from your parents. Maybe you picked them up at school. Maybe you picked them up in Galaxy 4. God knows where you picked them up from. But you didn't pick them up in isolation.

They were picked up between you and other people. And you would have picked them up in some method similar to the four steps I've just given, and so therefore by creating those four steps, which are the very essence of it in your own psyche, you would break the bonding again.

In other words, what you're doing essentially is that you're creating the bonding in your own psyche. You're creating it. But because it's there already, and you are creating it, you're taking over the automaticity that is holding it in existence.

So you're becoming the one who's putting it there, and so therefore you've regained your determinism, your self-determinism to hold it in your mind or not hold it in your mind. In other words you've taken over the automaticity. So you've regained control over this phenomenon in your own psyche. It's the old phenomenon of taking over the automaticity of the thing that's out of control.

I'm just using it in a particular form to break bonding. Now do you follow it? Follow the cycle there? It is four steps. It's a little goals package, in other words. It's a little tiny goals package. And

there are four steps in the package. There are four levels to the package. If you'd like to see it, you could see it in terms of a goals package.

You'd say, "Well it would start in at Level 1 and Level 1 would fail. And the person would then go into Level 2. Then they would go into a valence shift. Then they would go into Level 3. Then that would fail. And then the final level they would go into Level 4. And that would be the final one in the set." You could see it that way.

You could see it completely in terms of a goals package. And that would be an excellent way to see it, if you wanted to. Now this is quite a remarkable piece of technology I can assure you, quite a remarkable piece of technology. And it's a very fast precision tool for breaking bondings.

When used exactly in the method I've given. But if you were to use this technology on other people as a method of implanting them with bondings then you'd become an implanter and you would be using this technology in a non-life manner. When used in the manner I'm suggesting you use it as a therapeutic tool. It's beneficial and it's a piece of life technology.

If you want to become an implanter and you want to dominate people, you want to make slaves out of them; then you can use this technology to implant bondings into people, just like you could implant the bonding into a child by using this as an educational tool. If you want to do that well, then so be it. It's on your head. Never the less, as a therapeutic tool, it's excellent.

It takes them apart. This technology will take a bonding apart with the same ruthless efficiency that a goals package erases postulates in that goals package. It has the same ruthless efficiency. It is based upon the same mechanism, using the same mechanism.

So we could expect we could take bondings apart rather rapidly using this technology. But as I say, many of you, might having heard this tape say, "Well it's too complicated for me. I'll stick to Level 5C."

Well Level 5C will get you there. It will get you there. But this is faster and simpler. At least I think so. But never the less you're always free to go back to Level 5C and erase a bonding by making it the subject matter of the 'To Know' goals package at Level 5C.

Final Step on 5D

Now this is the final thing on our steps of Level 5D. Having erased a bonding at Level 5D, having erased a bonding you should go back and quickly nip through the 'To Know' goals package and re-null it. There is a tendency for charge to reappear in the 'To Know' goals package after you have erased a bonding out of your mind.

So you must go back to the general 'To Know' package and mop this charge up. Just as you must do so at Level 5C. You got no choice in this matter. Every time you erase a bonding at Level 5D or at Level 5C you must, repeat, must go back to the general 'To Know' goals package at Level 5A and re-null it.

Now that is absolutely fundamental and absolutely vital. You've got to do it every time. So don't miss it. It's a necessary step. You must keep that 'To Know' goals package at Level 5A nulled down.

That is the whole secret of success at Level 5. It is to keep that 'To Know' goals package nulled down, the general 'To Know' goals package, to keep it running null all the time in therapy. So every time you break a bonding at Level 5C or at Level 5D, back you go to the 'To Know' goals package at Level 5A, nip through it and re-null it.

It needn't take you more than 2 or 3 minutes, maybe 5 minutes. The amount of charge that will reappear on the 'To Know' goals package depends on how much trouble you had breaking the bonding at Level 5D. If you had a lot of trouble at Level 5D, and a lot of mass showed up, and a lot of charge showed up there where you were breaking this bonding, well you can expect a lot of charge to reappear in the 'To Know' goals package at Level 5A.

5D Repair

Now what do you do if you're running at Level 5D on a bonding and it all goes wrong, it won't erase? It all starts to grind, and it all goes black. It all falls apart on you. Right, just stop running Level 5D.

Stop running 5D, run RI and back you go to Level 5A and clean up this whole charge. Clean it all up, until your field's gone back clean again, and you're feeling good again about things.

Now back to 5A, run plenty of RI, then go back to 5D and have another look at it. There's something you're doing wrong here. You've fallen foul of something, somewhere. You better have a nosey around and find out what's gone wrong. You'll find it. You're doing something odd. You're doing something peculiar. And that's why it's all gone bad on you. But before you attempt that go back and re-null the 'To Know' goals package at 5A. That will get you out. That's your life line. That's your life raft. Get back onto that life raft and clean it all up, and plenty of RI.

Now that's the way you run Level 5D. You shouldn't have any trouble with it. You shouldn't have any at Level 5D you shouldn't have the field going black or anything peculiar like that. But god knows things can happen. If it does happen that's the way you repair it.

So the repair for Level 5D is:

- Step A of the repair is stop doing Level 5D. Run RI.
- Step B return to the general 'To Know' goals package at Level 5A. Re-null it.
- Step C finish off with a bit more RI and
- repeat A, B and C until you're feeling good again.

That's the repair if Level 5D goes sour on you.

Final Word of Warning

Now our final word of warning here, don't mix Level 5C and Level 5D up. Don't start on a bonding, you know, to erase it at Level 5C get half way through the erasure at Level 5C and say, "Oh well, I'm not having much success with this I'll now bailout and go on to Level 5D and pick up that same bonding at Level 5D." Flunk. That is asking for trouble it really is.

If you're going to start off erasing a bonding at Level 5C you are damn well going to finish it at Level 5C. It will erase.

And similarly with 5D. You get halfway through 5D and you get into a bit of trouble and you think, "Oh, my god, I better go back to 5C." Flunk. Once you start it at Level 5D you're going to finish it at Level 5D, but you may have to do a repair.

It may be harder than you think on some of these bondings. Don't be surprised, on some of these bonds you're going to get a tiger by the tail. I can tell you that now. What looks like an innocent little bonding. You pick it up and it looks so nice and you say "Oh, this is a nice little bonding. I'll just nip it and erase that at Level 5D." and KERunch! Roar! The tiger.

You've got the tiger by his tail. And you've pulled on the tail and now you've got the tiger. What do you do? You erase it. You continue on with the process. You erase the thing at Level 5D. You get it? You don't panic. You just go on, but if you can't proceed, and it all gets too heavy for you. Ok, bail out and do the Level 5D repair I've just given you.

Back to the 'To Know' goals package. And mop up the charge. But then so help me, back you're going to have to go to Level 5D and clean up that bonding again. And you're going to stay with it until you get it cleaned up. So bear in mind you can get a tiger by the tail. And I've had one or two of them while cleaning up a bonding, found I've got a tiger by the tail.

So don't be surprised if it happens. It's not all sweetness and light at Level 5D, I can assure you, or at Level 5C come to that. You can get a tiger by the tail. And be prepared for a bit of fireworks occasionally.

There are a few tigers left in the bank at Level 5C and Level 5D. There aren't many but there are a few tigers in there still. So be prepared to handle them. And that's the way you handle them. Well that just about wraps up this subject of Level 5D, and I wish you luck with it. And I think that most people will find that 5D is a simpler and faster method of erasing bondings from the mind, than Level 5C is. But as I say it's an alternate bond breaking procedure. It does not in any way replace Level 5C. Thank you.

Single Word Classes

Now finally, just one final last thought on this subject. That is, keep your bondings, keep your classes as single word classes. Now I couldn't over stress the importance of this. There is absolutely no reason at Level 5D to be having classes which have got more than one word in them. You know?

You don't want "if to grow petunias in the springtime then kiss Aunty Mable goodbye." Well you'd better get some symbolism for that. You know, better to say, "if petunias then Aunty Mable".

You know what you mean by petunias and you know what you mean by Aunty Mable. There is no need to be long winded. Just symbolise it in your own mind. And use the single word when you're working at Level 5D, just like I did when I gave you the example.

Like in the example I gave you 'if boy then cap' the correct wording there would be 'if boy then person who is wearing a cap', but you know that a person wearing a cap equals cap. You see? Cap equals a person wearing a cap.

Knowing that identification in your own mind, it's one you set up, and knowing that you set it up you can use it. So you only have to use the word "cap" knowing that that means a person who wears a cap. You see that? It's very simple. It just makes life a lot easier for you.

So keep them, at Level 5D and at 5C come to that, keep your bondings as single word bondings and use your own mental shorthand. It does really save an awful lot of wear and tear on your psyche, you know, to use these little shortcuts. And these little bits of shorthand. Rather than filling your mind with lots and lots of long verbiage. Get used to using shorthand and you'll get there fastest. Well that's all I wanted to say on the subject of this bonding and Level 5D. I wish you luck with it, and bye-bye for now.

End of tape

Level 5B : Tape 17 – Goals Package Construction

7th September, 1994

Today is the 7th of September 1994 and I'd like to talk to you about the subject of goals package construction at Level 5B. Now without a shadow of a doubt the most heavily booby trapped and mine fielded area at Level 5 is this subject of composing junior goals packages and using them in therapy.

I've already, in the write up, instructed the student and advised the student to, as far as possible, stay with the prepared list of junior goals packages. Never the less I have gone ahead and taken all the bugs out of this subject now and I can give you this information that will allow you to compose your own goals packages at Level 5B, provided that you follow a few simple instructions.

Rule 1: Goals Cannot Oppose the 'To Know' Goal

Now so far on this subject I've already mentioned two rules and the first of these rules is that you have a proposed goal and you want to know whether it's erasable so the first rule is:

That no meaning of the 'To Blank' leg of the proposed goal must be opposed to the 'To be Known' postulate.

Now that's our first rule. If any meaning of the goal you have in mind for the 'To Blank' leg of the goals package you have in mind is opposed to the 'To be Known' postulate, well you can just write it off. It's a non-life goals package and it will kill you if you try and erase it, it's a non-life package.

That's our oldest rule, it's in the write up, it's our oldest rule, it still applies. Note there that 'no meaning'; I've generalised it there from 'meaning' to 'no meaning' of the 'To Blank' leg. Most goals have more than one meaning and you should look a goal or purpose up in a good dictionary before formulating it or attempting to formulate it into an erasable goals package at Level 5B. Check all the meanings, if any one of the meanings are opposed to the 'To be Known' postulate then the goal cannot be formulated into an erasable goals package and that is final. So check all the meanings.

To Change

An example of the need to check all the meanings is the goal 'to change'. It has the legs 'to change', 'to be changed'. It looks quite innocuous but when you look up the meaning of 'to change' in the dictionary it becomes quite clear to you that 'to destroy' is also within the meaning

of 'to change', that you can consider 'to destroy' as a meaning of the verb 'to change', and because that meaning is opposed to the 'To be Known' postulate the whole of the 'to change' postulate is unusable.

You'll find that it just won't come apart in therapy. It is in fact an unusable goal, it's a non-life goal, and if you put it up and try and run it you will see that it's a non-life goal simply because some of the meanings of the goal 'to change' are opposed to the 'To be Known' postulate.

So always check your goals in the dictionary before you attempt to formulate it into a goals package at Level 5B.

Rule 2: Ionisation

Alright, so much for number 1, now number 2. This is the easy one. This is our ionisation rule. Our goal is unusable if either of the positive legs of the proposed goals package ionise mass black. If either of the positive legs of the proposed goals package ionise mass black then it's a non-life goal and we cannot formulate it into an erasable goals package.

Rule 3: Single Word Goals

Now the third one. Now this is a new one. Only single word goals can be formulated into erasable goals packages.

Only single word goals, e.g. 'To Start' has the legs 'To Start', 'To be Started'. It's a single word.

Compound Goals

Let's try the compound goal which has more than one word in it, 'to make known'. Now that looks innocuous enough, doesn't it? I can assure you that it's un-erasable because 'to make known' has got 'To Make' in it which is a goal in its own right, 'To Make' and then the ‘known’ there, it's got this idea of known in it there.

Now the goal 'To Know' is an erasable goal and the goal 'To Make' is an erasable goal. It has the legs 'To Make', 'To be Made', quite an erasable goal. But the combination of the two of them 'to make known' is un-erasable. Why?

Because it's cross-packaging, you’re cross-packaging two goals there. You see that? So 'to make known' cannot be formulated into an erasable package because it violates this rule of the single word goal. Only single word goals can be formulated into erasable goals packages.

And also under this heading delete all unnecessary verbiages, all unnecessary words in your goals package construction. Words like "upon" or "to" etc. these odd conjunctions. Just lop them off, they're redundant, they're always redundant.

You're going to work with a single word goal and it's got to be 'To Blank' and the ‘blank’ is a single word goal and over the other side there is a 'To be Blank' and in there you've got a single word goal too.

There are no odd conjunctions thrown in to make it look right, or to make it seem sensible and so forth. Just lop them off, they are redundancies, or they might even simply be modifiers like 'to grow petunias' well the goal there is 'To Grow'. 'To grow petunias' is simply a specific application of the goal 'To Grow' so it violates our general rule of therapy that we always address the general before we address the particular, so that goes out too.

So there's no exceptions, it's always a single word goal. For whatever reason it's a single word goal. Right that's number three.

Rule 4: Suffixes

Now number four we get into this whole subject of suffixes. We're now into the grammar of the English language and we have to know a little bit about grammar to avoid a number of pitfalls. Now a suffix in English is an ending which is put onto a word to change its use.

'-ing'

For example we have the suffix '-ing', we can stick '-ing' onto verbs and when we stick the ending '-ing' onto a verb we turn the verb into a noun and it becomes what is called in English a verbal noun.

For example we take the verb 'To Eat'. The verbal noun here is "eating". Well we can't use the '-ing' ending on the end of a word when we want to use this verb in the goals package. If you're going to use it you're going to have to take the '-ing' off, because when it's got an '-ing' on it, it's a noun and it's no longer a verb so therefore it's no longer a goal so therefore it can no longer be formulated into a goals package.

So the '-ing' has got to come off. What you have left may or may not be useful to you, may or may not be erasable, but certainly while it's got '-ing' on the end you can't use it. Get the idea? Off comes the '-ing' suffixes. They've got to come off.

'-ble'

The next one is the '-ble' suffix. These turn verbs into adjectives and the '-ble' suffixes are called verbal adjectives. Again here we have the verb 'To Eat' and we have ‘eatable’ or sometimes we use the word ‘edible’ but 'eatable' still exists in the language and 'eatable' is a verbal adjective but it's not a verb so you can't use it in a goals package.

So off comes the '-ble' suffixes there. They have to come off. Whatever you have left may or may not be useful. Now while I'm on the subject of '-ble' there's a very common one here that will fool you, and this is the goal 'to be responsible'. That will fool you, that will fool almost everyone, that will, 'to be responsible'.

You look at it, you say, "Well that's a goal, 'to be responsible'. Well the goal there, the purpose there is 'to be' the word responsible is a verbal adjective. The word responsible is not a goal, it's a verbal adjective, you see? So your only goal there in 'to be responsible' is the verb 'to be' which is not really what you're trying to do is it? You see? So no, you can't use it.

Responsible

The word responsible is quite interesting I'll briefly give you it's history. It's quite an interesting word. It comes from the field of law, the legal eagles. When we take the '-ble' off responsible we get response and response, of course, is the verb 'to respond'.

Well the verb 'to respond' in English means 'to answer' and the law in the middle ages needed a word in the English language which meant that a person was answerable for their actions and the word they chose was response and they made it into responsible and that's what responsible means in law.

It means a person is answerable for their actions, responsible. You see that? But it's not a verb. It looks like a verb when you say, 'to be responsible' but the verb is 'to be'. You get it? So you can't use 'to be responsible' if you want to address the subject of responsibility in therapy the correct goal is 'To Cause'.

To Cause

The correct goals package is the 'To Cause' goals package which has the legs 'To Cause', 'To be Caused', 'To Not Cause', 'To Not be Caused'. That will directly address the subject of responsibility in the human psyche.

'-ness'

Now the next suffix we need to look at is this '-ness' suffix. The '-ness' suffix. Now we stick '-ness' onto the end of words when we want to convert them into a condition or a state. I'll give you an example of the construction here of the use of the word '-ness'.

Let's take the verb 'To Eat' we turn it into 'eating' which is a verbal noun but the state of eating is 'eatingness', we stick N E double S on the end. Well almost needless to say when any word that's got N E double S on the end and has been turned into a state or a condition by the addition of the suffix N E double S it cannot be formulated into an erasable goals package.

So off has to come the N E double S. Ok?

'-ise' or '-ize'

Now the final suffix that is of interest to us and somehow will confuse us is this '-ise' or sometimes it's spelled I Z E. The '-ise', '-ize' suffix.

Now this is a verbalization suffix. It turns nouns and adjectives into verbs when we add that suffix to the word. For example, the word "real" is an adjective. We can turn it into a verb by adding '-ise' on the end. It then becomes 'to realise'. Get it? But what do we mean when we say 'to realise' well we mean 'to make real'.

That's what 'to realise' means in its actual context, in its actual meaning, in its actual construction. So we have a complex verb here. We have the verb 'To Make'. Now the verb 'To Make' is erasable but when it's mixed in with this subject of "real", nope, it won't erase. Because it's simply a modification of the verb 'To Make', is 'to make real', it's a class of makings, 'to make real'. Nope, it won't work.

You can erase the goal 'To Make' but you can't erase the goal 'to make real'. Get it? You're crossing up, your crossing packaging. So off has to come the '-ise' and the '-ize'.

Another example: 'to exteriorise' means 'to make exterior', but it's quite un-erasable because it's got the verb 'To Make' stuck in the middle of it because 'to exteriorise' means 'to make exterior'. You get the idea?

So you can't use any of these verbalizations of '-ise' or '-ize' endings to make erasable goals packages. Just take the '-ise' and '-ize' off and see what you've got left. See if there's a similar word in the language that can be used and formulated into a goals package. It certainly can't be formulated while it's in the form of '-ise', '-ize'. Get it?

Cause and Effect Words

Now that ends our formal rules. If you follow each of these rules you'll do fine you'll pick your way through the minefield. Now just another one I want to give you. It's not a rule but it's just a general observation. There are many postulates, verbs and so forth in our language, which have become associated with "causation" and there are other verbs in the language which have become associated with "effect" and this can fool you. Sometimes you get a verb, which because of its association with cause or its association with effect can upset you and throw you when you are trying to put it into a goals package form.

To Interest

A very common example of this is the goal 'To Interest'. Now 'To Interest' in our society is usually regarded as an effect activity. Ron Hubbard pointed out on many occasions that the causative

aspect on the subject of interest is interested and the effect is interesting. Well you can go along with that idea if you want to.

The truth of the matter, of course, is that any purpose can be causative or it can be effect. You know? Strictly speaking any purpose in the language, any goal is a causative activity. All of them are. Some of them you can regard as an effect but it's merely a later consideration. But this subject of interest, while you believe this idea of causation and effect on the subject of interested and interesting you'll have trouble putting that goals package together.

The correct goals package on this subject of interest is 'To Interest' and 'To be Interested', 'To be Interested' ending in D. Now that will erase, that is an erasable goals package and it's the only goals package in this subject of interest that is erasable.

It's a single word. It's not opposed to the 'To be Known' leg it fits all the rules and there's absolutely nothing wrong with it. And when you look at it you say, "Oh my God, yes that's it, that's the one." You see.

But if you're caught on this subject of cause and effect you'll overlook it, every time. Get it? It's just because the verb 'To Interest' is regarded as an effect activity and the cause is supposed to be at the other end of the comm. line. Actually it's a load of bullshit, both 'To Interest' and 'To be Interested' can be causative activities. So be wary of these goals which by their very meaning or usage in society have a very strong cause or effect component.

They can often throw you and confuse you and make it very difficult to put such a goal into an erasable goals package. Finally, I would like to again remind you at Level 5B that's it's far better to spend a little time on the proposed goals package to get it right, to make sure it's erasable, than it is to go off like a bull out of the gate and start to use the thing.

Make Sure the Goal Is Erasable First

There's two possibilities that will defeat you here, if you're cross-packaged it might take you a month or three months of work to find out that you're crossed packaged. Remember cross-packaged goals grind on forever without producing any change. I mentioned this in the write up. They're not particularly insidious they don't particularly do you any harm but you've simply got two goals packages crossed up together and they just grind on forever. Nothing erases, nothing nulls, nothing reduces, the whole thing just jogs on forever.

Well if you want to waste time for three months I suggest you do that. You see that? Now the other possibility that will fool you is that you get into an un-erasable package. Well some of these un-erasable packages can be quite insidious. So if you say, "Oh, well I'll always find out, you know, there's no need to bother to go through all these rules that Dennis has suggested. I'll just run the goals package and I'll soon find out if it's doing me any harm."

Well it may take quite a while for you to discover that it's harming you. It's not an immediate thing, you know, I mean, your head doesn't fall off immediately. It may take a week or two to start falling off. And the longer you run this goal before you finally realise the damn thing is a non-life goal the more damage it will do. By this time you've got an awful lot of bad effects from running it, you've probably got a black field, you've probably got a lot of mis-emotion about you, you've got a heavy mass impacted all around you. It could easily take you quite a number of hours to repair the ravages by running RI and timebreaking and getting back to the 'To Know' goals package to put it all back together again.

At the end point you get it all back together again and what have you got to show for your two weeks work? Nothing! You've got nowhere, it hasn't done you a bit of good. So the wise thing to do is to spend a little time at the beginning and follow the rules of making sure to the best of your ability that you're dealing with an erasable goals package before you start.

Now I can't make it any clearer than that, can I, can't make it any clearer than that. If you're not prepared to spend this time on these goals to put them together and to package them at Level 5B then I strongly suggest that you don't get into the field of composing your own goals packages. That you stick to the prepared list that I've given you in the write up.

Now you can play with those to your heart's content. They're all erasable. They've all been tested so if you don't want to muck about with rules and regulations stick with the prepared list of goals I've given you in the write up. But if you want to play around with reformulating your own goals packages at Level 5B then for god's sake follow the rules because it will be easier in the long run, it's always easier in the long run to follow the rules and get it right before you start. You know, be 99.99% certain that your goals package is erasable before you even start.

Now that gives you a great confidence, doesn't it, a great confidence. If you've only got a slight confidence that your goals package is erasable or you're not sure, then you don't know if any changes that occur in the session are due to the fact that the goals package is producing normal therapeutic effects or change in your psyche. You don't know whether the effects you're getting are because of that or whether the effect that your getting are due to the fact that it's an un-erasable goals package, you just don't know, do you? So get it right before you start. Get that certainty, and the only way to get that certainty is to follow these rules that I've given you.

Rule 5: Not Within Games Goals

Now there's one final rule which I've left till last because this is the one that can get you into more trouble than all the other rules put together. It's undoubtedly the most insidious aspect of this whole subject of formulating goals packages at Level 5B, and this rule states, if a goal has no meaning outside of games play it cannot be formulated into an erasable goals package at Level 5B. This one will catch you more than any other one. This is the sneaker, yah, this is the sneaker.

Such goals as, for example, 'to lose' or 'to win'. Even the most innocuous one of all 'to play' even this one cannot be formulated into an erasable goals package. In other words, what I'm saying here is that the goal to be formulate-able into an erasable goals package must have some meaning outside of games play. You get it?

It's got to have some meaning outside of games play, if it has no meaning outside of games play. If it's totally within the subject of games play it is for sure un-erasable.

Games Goals and Civilization

Some of mankind's most dearly cherished purposes in life are games goals. The purposes of compulsive games players. Some of his most cherished purposes are things he bases his whole society upon and wonders why his society never gets off the ground. He wonders why there's always injustice and intolerance and death and murder and rape and so forth in his societies. Some of these goals that he bases his societies on are games goals.

For example an absolutely integral part of the political system called capitalism is the goal 'to profit'. Well 'to profit' is a games goal. When you come to set this goal up at Level 5B and try and erase this goal you rapidly discover that it's a completely un-erasable goal.

Another allied goal to 'to profit' is the goal to 'to exploit' which is another facet of the capitalist system. And again you put up the goal 'to exploit' and it's completely un-erasable, it's a games goal. See? It has no meaning...

Exploitation has no meaning outside of games play. Profit has no meaning outside of games play. So you get the message? You get what I'm saying here? This is the most insidious of all of them, most insidious of the non-erasable goals at Level 5B. They look erasable but they're un-erasable because they have no meaning outside of games play.

If you can understand that, you can spot them, you will be free of the lot. That's the final yawning chasm. If you can walk over that yawning chasm, then you've got the lot, you've got the lot. So that's all I can give you on the subject of formulating goals packages at Level 5B, and I hope this material is useful to you.

Thank you very much

End of tape

Level 5 : Tape 18 – Vengeance

26th September, 1994

Today is the 26th of September 1994 and I want to take up today this subject of vengeance. Vengeance. Vengeance is one of those fascinating mental phenomena that people get so interiorised into that they find it incredibly difficult to evaluate or to study or to find anything about.

You can ransack all the books on psychology in the libraries and so forth and you will find this subject of vengeance mentioned. You will find it described. You will find examples of it, particularly in clinical psychology and so forth, but no where will you find the mechanism of vengeance explained.

Now this is true also in Dianetics and Scientology. Ron did excellent pioneer work on the overt act motivator sequence. He defined the overt act and he defined the motivator, both of which you'll find defined in the write up of TROM. And you put those two together; the overt act motivator sequence and we have the subject of vengeance.

But nowhere in Dianetics and Scientology does Ron say why the mechanism exists. How come the mechanism? He describes the mechanism admirably but he does not give the rationale behind the mechanism. Apparently it was unknown to Ron. But Ron was in excellent company because it seems to have been unknown to every other psychological researcher on this planet. But you might say it's a perfectly natural mechanism, that if somebody does something harmful to you it is natural and instinctive to do that harmful thing back to them. Oh? Why is it natural? Why? That's what we've got to ask, is why. Why the mechanism?

It's not as obvious, it's not as rational, it's not as reasonable as you might suppose. The more you examine this, the more irrational the mechanism becomes. For example somebody comes along and punches you. Why do you feel an urge to punch them? Of all the things you could do, of all the infinite responses you could make, why do you feel the urge to punch them after they punch you? Why not, as Jesus Christ said, why not turn the other cheek? You see? Of all the choices there, why that one?

And until you can answer that question you don't understand vengeance. But in TROM we do understand the mechanism and we do understand why a person receiving a punch will feel compelled to punch the person who punched him. In other words, why he feels compelled to get into this subject of vengeance.

Stimulus Response Mechanism

The mechanism of vengeance is what might be called a stimulus response mechanism. It's not a considered response. It's not a thing of the analytical mind. It's a response mechanism. It's what some brands of psychologists would call a stimulus response mechanism. You can see this. You see a group of boys on their way to school in the morning. There they are walking along carrying their books and suddenly for no reason that we know of one of the boys will turn around and punch one of the other boys in the back.

You know, it's a nice sunny morning and he felt like doing it so he did it. Now watch the other boy, watch the second boy who was punched. He doesn't stand there and say, "Now, what is my response to this?" His response is immediate and instant. He will go straight in, and attempt to punch the boy who punched him. And preferably punch him in the same part of his body that he received the punch. It's an exact replica.

The stimulus is so powerful that the second lad would have to be restrained from punching the boy who punched him. He would have to be restrained. What is the basis of this mechanism? How come this mechanism? Well that is the subject of this talk.

Vengeance Defined

We ought, I suppose, at the outset give some form of definition of this subject of vengeance. And I won't attempt to define it accurately or precisely but let's just say that loosely vengeance can be defined or described as 'the urge to give back to a person some unwanted action that they performed against you.' You receive an unwanted action and your urge is to give back that unwanted action to the person who gave it to you.

That is essentially vengeance. I mean we could chitter this up and end up eventually with a very precise definition but I don't want to do it at this stage because until we understand the mechanism of vengeance our definition will be very shallow, very incomplete. Now to understand this mechanism of vengeance we have to look at the goals packages, because the goals packages give the interchange of postulates and counter-postulates in life.

In other words, the answer to this subject of vengeance, the reason why, of the subject of vengeance can only be found in the subject of the goals packages. So let us look at the 'To Know' goals package, where games play is non-compulsive. That is the most wide open of all the goals packages, the basic goals package when games play is non-compulsive. We couldn't have any less restrictions, in other words.

So let's look at this and let's imagine that one person is occupying the 'Must be Known' postulate and his opponent is occupying the 'Mustn't Know' postulate and let us assume that this game goes on in progress and that 'Mustn't Know' wins the game. Now at the point where he wins the

game he drives 'Must be Known' into 'Mustn't be Known'. We get the postulate change. 'Must be Known' goes through the IP barrier and then goes into 'Mustn't be Known'.

So at this point in time, let's call the person who is operating on 'Must be Known' we'll call him person A and the victor in the game is person B. B was working with the 'Mustn't Know' postulate. Well person A receives the overwhelm and moves from 'Must be Known' to 'Mustn't be Known'. Now person A's postulate that he's using against the universe is 'Mustn't be Known'. But this isn't vengeance, is it? This isn't vengeance.

There A received an overwhelm. He received something he didn't want. He didn't want to be driven from 'Must be Known' into 'Mustn't be Known' but he was driven into it so he received an overwhelm. His postulate was overwhelmed. He lost the game but where's the vengeance here? The person overwhelmed him. He was overwhelmed by 'Mustn't Know' but his postulate changed from 'Must be Known' to 'Mustn't be Known'. It didn't change from 'Must be Known' to 'Mustn't Know'. He's not now firing off a 'Mustn't Know' postulate back at the person who overwhelmed him, is he?

So there's no vengeance. Well that's very strange isn't it? Where's the vengeance? How come vengeance gets into games play? Well, you need some limitation of the goals package in order for the mechanism to show itself. Now what sort of limitation do you need? Well there are two limitations you need on the goals package to make vengeance occur, and once these limitations are made in the goals package vengeance will occur and always occur in the goals package. So we can nail it, we can nail it completely. Now what are these two limitations?

Limitation #1: Games Play Must Be Compulsive

The first limitation on the goals package is that games play must be compulsive in the postulate set, in the goals package. In other words, the complementary postulate situation is out. That's reduced to zero.

Games play is compulsive. The four classes in the set have been reduced down to the two games classes. I'll refer you to my talk on supplementary Lecture 3 *[Section: How Games Become Compulsive, Level 5: Tape #3 – The Exclusion Postulate]* on this subject of compulsive games play. Just review that material if necessary so that you understand exactly what we mean by compulsive games play. So the postulate set is reduced now down to two games classes. That's the first requisite. Compulsive games play must occur in the set.

Limitation #2: Postulate Set is Reduced to a One Game Class Set

Now the second requisite is that the postulate set must be reduced down to a one game class postulate set. Now as you recall there's a definite way of doing this. The person reduces it from a two games class postulate set down to a one game class postulate set by simply refusing to occupy one of the games classes. Or, in other words, the postulates in that games class are

reduced to zero and that reduces the set down to a single game class. In the general case for the first limitation we have to take the XY set and reduce that set down to the classes of X and (1-Y) and that's the first game and the other game is Y and (1-X) and that's the second game.

Well by making Y equal to zero and (1-X) equal to zero the person now has reduced it down to a single game class postulate set of X and (1-Y) because the other classes aren't available to him. Those postulates have been reduced to zero, he decided not to use them. So that's how it's done.

All this is mentioned on supplementary Lecture 3. All right now let's see how this would work out in an actual example. Let's take the goal 'to punch', the example of the school boys. Now the goals package, 'to punch' has the purposes 'to punch', 'to not punch', 'to be punched' and 'to not be punched'.

Reducing that down to a one game class postulate set, let's reduce it down to the class of 'to punch' and 'to not be punched'. That's the single game class, 'to punch' and 'to not be punched'. The game of 'to be punched and to not punch' is reduced to zero. Nobody wants to be punched.

Now let's look at a game situation. We have player A, he's occupying the 'to punch' role and player B is occupying 'to not be punched' role and both of them have got this set reduced down to a one game class postulate set. Right? This time player A wins the game. He punches and he drives his punch home.

So player B's postulate 'mustn't be punched' is overwhelmed. Now it goes into 'must be punched' right? So now we have a complementary postulate situation. The game ends. Player A has won the game. And the situation now is 'must punch' and 'must be punched', overwhelm, end of game.

Now let's take the viewpoint of player B. He's now driven into 'must be punched'. But he's already agreed that 'must be punched' is not a game he can play so he can't use that postulate in games play. He can't use the 'mustn't be punched' postulate because that's in overwhelm. He's just lost that game, so he can't use that postulate.

So he can't stay on that side of the goals package, can he? All the postulates on that side of the goals package are now unavailable to him. So he has no choice but to do a valence flip over to the other side of the package.

So he arrives on the other side of the package and the two postulates on the other side of the package are 'must punch' and 'mustn't punch'. But 'mustn't punch' he's already agreed is not a playable game because the set is reduced down to a one game class. So he goes into the postulate 'must punch' and that's the one he uses. And so he just goes ahead and punches.

So there is the vengeance. You see it? It's all that can happen when the postulate set is reduced down to a single games class, vengeance is all that can happen. The person is in a 'must punch' 'mustn't be punched' game, receives a punch, he valence flips over to the other side of the package and punches.

That's all he can do, just like the school boy walking along the road, somebody punches him. The only thing he can do is punch back. He has to flip over to the other side of the goals package. His 'mustn't be punched' got overwhelmed so he flips over to the other side of the goals package, quite compulsively, and dramatises 'must punch'. And there is the explanation of the vengeance mechanism. It's the only explanation of the vengeance mechanism. There is no other valid explanation of the mechanism cause this happens to be the truth of the matter.

So in TROM with our understanding of the goals packages we have for the first time, and to the best of my knowledge, the first time in the whole of human history an understanding of the vengeance mechanism we can actually say why it happens. For the first time we can take this phenomena of vengeance out of the class of "Oh well, it's just human. It's just a human foible." Take it out of the class of that and now reduce it down and say, "It happens because of so and so, and so and so." And nail it right down to the boards. We've got it.

Now we know that vengeance will only occur when a goals package is reduced down to a single game class postulate set. So all we now have to ask is under what circumstances or what sort of goals packages can be reduced down to a single game class postulate set. Well the answer is any goals package can.

If games play becomes sufficiently compulsive within the goals package it eventually will be reduced down to a single game class postulate set. It can apply to any goals package, but there are some goals packages by their very nature, which intrinsically can only have a one game class postulate set.

Vengeance Goals Packages

Now what sort of goals are these? These are the highly destructive goals, the destructive goals. To give you an example, let's take the goal 'to destroy'. Now the goal 'to destroy' has the postulates in it 'to destroy', 'to not destroy', 'to be destroyed' and 'to not be destroyed'. Let's give the enforcements, 'must destroy', 'mustn't destroy', 'must be destroyed' and 'mustn't be destroyed'. Well quite clearly the only playable game in that goals package is 'must destroy' versus 'mustn't be destroyed'.

Now why is that? Well the other game is 'must be destroyed' versus 'mustn't destroy' but how on earth can you win a game when your postulate is 'must be destroyed'? Every time you win with that postulate you lose, because you're destroyed. Get it? So that is an unplayable game.

So the 'to destroy' goals package only has one games class in its postulates set, which is 'must destroy' versus 'mustn't be destroyed'. So any destructive action, any goals package where the 'To Blank' postulate is a destructive postulate will contain and only contain a one game class postulate set and when we see this goals package in life we will always see vengeance associated with it.

It's not that there's a choice, on these goals packages or put it this way, in general when the goals package has been reduced down to a single game class postulate set, any time we see games play within that goals package we will see vengeance. Now you see how we've nailed it. We've now pinpointed it. We've pinned it to the boards haven't we. We've got it, got the whole subject of vengeance down.

Returning to our example of the school boys we can now see the goal 'to punch'. The goals package there has the legs 'must punch', 'mustn't punch', 'must be punched' and 'mustn't be punched'. But the only game that's playable in that goals package is 'must punch' versus 'mustn't be punched'. The other game of 'must be punched' versus 'mustn't punch' is an unplayable game, because the postulate 'must be punched' is a self destructive postulate. A person can't win in life occupying that postulate so that game is an unplayable game.

That is why when we see the schoolboys walking on the road; one punches the other, why the boy who is punched immediately punches back. It's all he can do. There's nothing else he can do in the 'to punch' goals package because that goals package by its very nature has been reduced to a one game class postulate set.

Non-Life Goals Packages

Now these destructive goals packages, these so called non-life goals packages are very common, they are very common. And each and every one of them has a single game class postulate set and each and every one of them will manifest vengeance in the goals package. Once the person gets into the goals package they're into vengeance.

Now this is a tremendously valuable technical datum, gives you a tremendous understanding of the human psyche and a tremendous understanding of this phenomenon of vengeance. You see how the person gets into this subject of a destructive goals package. You know people spend their whole lives in this goal of vengeance.

You know, you can get family feuds that go on for generations and every few years the feud bursts out and they go out and start firing rifles at each other, and killing each other and they all come back and bury their dead and it all quietens down and they lick their wounds and they then plot vengeance against the other family again and then a few years later it's on again and they are killing each other again.

And it can happen internationally. I mean, for hundreds of years the countries of Germany and France have been at vengeance with each other. These two countries have got a constant overt act motivator sequence. It's been going on for hundreds and hundreds of years. Just read up your history books, either Germany's invading France or France has been invading Germany and it's been going on and on, and it will just go on and on, you see. It just goes on forever until you understand the mechanism and can stop doing it and just erase the whole god dammed stupid mechanism from the mind.

Vengeance Goes on Forever

Once the person gets stuck in a goals package which has been reduced down to a one game class postulate set, they're into vengeance. And once into vengeance it goes on forever. There's no end to vengeance. And that is the final thing you should know about vengeance, it never ends. It's got no end, no postulate to end it.

If there ever was a mechanism in this universe which ensured that the universe would jog along forever it would be the vengeance mechanism, the overt act/motivator sequence. It just absolutely guarantees it. You know, a person can get so far stuck into vengeance that the only reason that he stays alive is in order to reap vengeance upon the opponent, that's the only thing that's keeping him alive. Without that he would die [chuckle] but it's sufficient motivation to keep him alive.

You know it can get that bad. And the whole mechanism keeps this universe jogging along. Keeps compulsive games play jogging along in the universe, this mechanism of vengeance, and now we can understand it in TROM and understanding it we can do something about it.

Now as I say, any goals package, by compulsive games play, can be reduced down to a single game class postulate set, but it's fairly rare on a life goals package, fairly rare. In the 'To Know' goals package I can't conceive of a person being able to operate in life with that 'To Know' goals package reduced down to a single game class postulate set, but there are some junior life goals which can be. Where vengeance can occur.

In the 'To Sex' goals package you will see vengeance and that's a life goals package. There is such a thing as sexual vengeance. So it can happen in a junior life goals package but I can't conceive of it happening in the basic 'To Know' goals package. It can happen in a junior life goals package.

But by far and away the vast majority of vengeance comes about when a person gets stuck in one of these non-life, destructive junior goals packages like 'to destroy' or 'to punch' or 'to blame' or 'to degrade' or you know, there's an army of them, there are thousands of them. They get stuck in one of these non-life junior goals packages and this goals package has only got a one game class postulate set.

And once they get into the non-life goals package their into vengeance and it's going to kill them and it's going to destroy them eventually. But they're going to destroy an awful lot of people around them in the mean time before it eventually destroys them.

It's a very nasty mechanism, or to put it round the other way if we could ever end this subject of vengeance on this planet in mankind. If we could just take mankind and end the subject of vengeance. Get him psychologically to a point where he stopped using it, he just finishes with it, that's it.

We would have a utopia on this planet. If we could just end that rather stupid game called vengeance. And it is a very stupid game, I can assure you. As you come to study this subject and study the material I've given you on this tape you will realise not only the utter futility of vengeance but the sheer maniacal stupidity of it.

Well I see I'm running out of tape here and so I am going to have to close off now. So I hope this material is of use to you and thank you very much.

End of tape

Level 5 : Tape 19 – Independence Lecture

8th November, 1994

Today is the 8th of November 1994 and the title of this short talk is 'Amplification Material on the Subject of Independence'. This material has nothing to do with the IP (Insanity Point) tech. It just happens to be on the same spool as the IP tech. I am just putting it on to fill up this side. It's the usual piece of space to fill up.

As mentioned on the tape on the subject of "Differences and Similarities" two things or two propositions are independent from each other if they have no common class, or more precisely, and this is the more usual one that you will find in the logical textbooks, that two things are independent if they have no common deduction.

[Note: the tape mentioned above is most likely – Articles: Tape 1 – Level 2 of TROM, 1994-01-04]

In other words, you cannot make the same deduction from either proposition. One of the most important aspects, as far as we are concerned in therapy, with this subject of independence is its relationship to the 'if A then B' postulate. We already know that when we make the general postulate 'if A then B', and bear in mind as I mentioned in the lecture on Bonding that any relationship can be reduced to an 'if A then B' type of postulate.

[Note: the lecture mentioned is most likely – Level 5C: Tape 8 – Bonding (Relationships), 1994-02-21]

Bonding and Independence

So, when we make this postulate 'if A then B' we are bonding A to B or we are putting A within the class of B, but we must also understand that when we postulate 'if A then B' we are making the classes of A and Not-B independent of each other. In other words we are separating those two classes. So the 'if A then B' postulate has this double action. It bonds A to B, it puts A within the class of B but in so doing, in putting A within the class of B it ensures and it postulates that A cannot be within the class of Not-B. And therefore it separates A from the class of Not-B, or as we say more precisely it produces a state of affairs where A and the class of Not-B are independent of each other.

Now it's important to understand that this is brought about by the actual postulate, the actual making of the postulate. Once one postulates 'if A then B' one has automatically, ipso-facto, bonded A to B and also separated out the classes of A and Not-B and said that A and Not-B are independent of each other.

To give you an example here we'll dig up our old example I used in the earlier lecture of 'if A then B'. A person postulates 'if a person wearing a dress then a girl', 'If wearing dress then girl'.

Well now a person makes that postulate they've not only bonded the class of people who wear dresses to the class of girls but also have separated out and made independent the class of a person wearing a dress and a non-girl. And if you were to examine a person who made such a postulate 'if a person wearing dress then a girl' if you were to examine his psyche while he was holding that postulate you would find that these two classes, that is the class of a person wearing a dress and the class of a non-girl were quite independent in his mind. They have no connection between them at all. And, more importantly, he would have, while he was in the class of a non-girl, he could not conceivably get across into the class of a person wearing a dress. You see that?

The postulate would prevent him from doing so. That would be the independence you see, because the two classes are independent they have no common class. Because they have no common class he cannot occupy both simultaneously. So while he is in the class of a non-girl he cannot get across into the class of a person wearing a dress. You see that? Now that is the single locking mechanism of the 'if A then B' postulate.

Remember I said the double lock is the double bind. The single 'if A then B' is the single lock. Well that is the single lock it locks the person out. You get it? And it's via independence, done by the subject of independence. A person in this situation where he cannot, while he's in the class of a non-girl, finds that he cannot get across into the class of a person wearing a dress.

In order to break this difficulty and regain his ability to achieve this thing all he would have to do is review his postulate 'if a person wearing dress then a girl'. Once he reviews that postulate and changes that postulate, or erases that postulate from his psyche he could then once again be able to occupy the identity of a person who is not a girl and while occupying the identity of a person who is wearing a dress. You get it?

He would have regained his full ability on the subject and he would have broken the single lock of the 'if A then B' postulate. So you see this subject of independence has some importance in therapy doesn't it, has some importance. And when in therapy you find you are unable to move from one class to another just hunt around and see if you can find the 'if A then B' postulate. There's a postulate there somewhere. The postulate is there which is preventing you from moving from one class to the other class and if you understand this material on independence you should quickly be able to discover what the postulate is and, if you want to, to change the postulate and so regain your freedom in this area.

I won't bother to give you the logical proof in the general case which says that if you postulate 'if A then B' then you have ipso-facto postulated that the class of A and the class of Not-B are therefore independent of each other. I won't give you that logical proof. It's not a difficult proof but it's simply unnecessary.

It's quite trivial but I can assure you it is so. That once you make an 'if A then B' postulate you have ipso-facto made the classes of A and Not-B independent of each other.

[Tape breaks for a moment here]

Well that's all I wish to say on this subject. So we will wind up this little talk now.

When we get to tape number 14 you'll find that we pick up the IP tech again. So thanks very much.

[Note: The IP Tapes have not been numbered in this manner, Dennis does number an earlier tape #14 called The Surprise Game on 16th August 1994, this meta comment is most likely from a previous recording on the IP Materials tapes as these were finalised on 1st August 1994, where interestingly the next tape in the sequence is 'The Surprise Game', Tape #14]

Level 5 : Tape 20 – A Tape of TROM's Level 5

10th November, 1994

Hello Judith this is Dennis Stephens here and I'd like to thank you for the very welcome tape I received today which is the 10th of November 1994. It's a very hot day here in the early summer in Brisbane today, although from the very welcome thumbnail sketch of your life you sent me and with your background in Zimbabwe, Rhodesia and in South Africa and also in the outback of the Kalahari Desert, have I got the word right Namibia?

Yes, that desert in south-west Africa. You would be no stranger to heat would you? No stranger to heat at all. So you'd probably be quite at home here in Brisbane on a day like today.

[Note: Dennis continues with some personal information and dialogue here]

Yes I'm not surprised to hear Judith that there's very little charge on your case on Levels 2 and 3 of TROM after all the excellent auditing you've had from Leonard *[Leonard Dunn]*.

Leonard's an old hand at this game, he's been in the game of auditing for many years. I remember him way back. He was one of my students on course way back in the 1950's, we've known each other many years Leonard and he's a very, very fine auditor, and a very careful, very thoughtful technician is Leonard, so you've been in good hands and it's proven itself by the fact that you sailed through Levels 2 and 3 of TROM.

The phenomenon you report at Level 4 of TROM of getting some bodily feelings and bodily sensations and so forth which it's not easy to pinpoint the source of; is not at all uncommon. I had this phenomenon myself. When you get to Level 5 you will discover the source of them. They show up at Level 4 but you often, at Level 4, you don't find the source of them. If you do very carefully timebreak each and every one of these bodily sensations that turn up at Level 4 you would find that you will be able to timebreak them back out of existence again.

There's no need to walk around with these body feelings. You can timebreak them quite comfortably.

Timebreak a Body Sensation

You simply would experience the feeling in the body then become simultaneously aware of the feeling and aware of the rest of the universe around you in present time and you would find the feeling would then come up to a peak and then would slowly fade out. It would go through the same cycle as anything else that was being timebroken.

So you could always get rid of these unknown and unwelcome feelings that show up at Level 4 by timebreaking the sensation, timebreaking the feeling. You were correct to leave Level 4. You got bored with Level 4, fine that's a sure sign that the level's gone flat. So you got all the gain you could get out of Level 4 and now you want to move on to Level 5, and that is quite correct, that's the correct thing to do, and also you've done the correct thing, you have a query on it and you got in touch with me.

First of all you took it up with Leonard and now you've decided to come to me to get an answer to your question. Leonard has helped you as far as he could on the subject and I'll be able to now give you the rest of the information that you need. So you've done everything exactly right so far, Judith.

So congratulations many people in your position wouldn't have done it as correctly as you, but you've done it exactly right. Now before we precede, Judith, to answer your question, I'd like you to take out your copy of TROM and turn it to the page with the Postulate Failure Cycle Chart on.

And when you've done that I'd like to make sure that you've got some corrections that I put in. Some of the early editions of TROM went out uncorrected. Yours almost certainly is corrected but I just want to be sure that you've got a corrected edition.

So would you pick up your Postulate Failure Cycle Chart and count off from the left the seventh column. 1, 2, 3, 4, 5, 6, 7. The column 7 is the column with all the words overwhelm and overwhelmed in, that's column 7.

Now I'll give you the corrections the way the columns should be printed. Row 2B. That's row 2B column 7 the word in that square is overwhelm and not overwhelmed. Repeat 2B column 7 the word in that square is the word overwhelm and not overwhelmed.

Similarly, row 4B column 7 again the word is overwhelm and not overwhelmed.

Similarly, row 6B column 7 the word in that square is overwhelm and not overwhelmed.

Similarly, row 8B the word in column 7 is overwhelm and not overwhelmed.

[In the PFCC below, 'OO' and 'MO' are used to stand for 'Overt-Overwhelm' and 'Motivator-Overwhelmed' respectively – therefore these corrections have been made.]

That's all the corrections, that is the end of the corrections. Now the copy you have almost certainly has it correctly but if it doesn't have it correctly put the corrections in because it does change the sense very slightly of the chart. You might as well get the chart exactly right before you use it. It's important to get it exactly right. That's why I sent out these corrections.

There are no other corrections required on the chart. The chart is now exactly as per my research notes cause I have the copy of the printed thing in front of me here. All right, well now without more ado we'll go in now and answer your question. I will go through the chart as if I'm the subject and I'm running Level 5.

And I'm starting in at Level 1A. I'm starting in at Level 1A and my goals package I'm using is the basic 'To Know' goals package. Ok? So I'm starting in now at Level 1A.

Before I start as given in the manual I would timebreak out all the day's activities and also I would make sure that Levels 1, 2, 3, and 4 have been run to no more change. I wouldn't attempt Level 5 until those first 4 levels have been run to no more change and also I've timebroken out the day's activities.

Revised Postulate Failure Cycle Chart Regarding an Effect (2021)

	Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type	End Result	Postulates in Failure
		PD	SD		SD	PD					
LEG 4	1A	MBK[1]	MK[1]	<--	MBK	MK	MO	1) Forced to know	Inflicted	Valence Shift (self)	SELF
	1B	MNBK	MNK	<--	MBK	MK	GR				
	2A	MNBK	MNK	-->	MBK	MK	GO				
	2B	MNBK	MNK	-->	MNBK[1]	MNK[1]	OO	2) Preventing from being known	Rejecting	Leg Shift (other)	NOT-SELF
LEG 3	3A	MNBK[1]	MNK[1]	<--	MNBK	MNK	MO	3) Prevented from knowing	Deprived	Leg Shift (self)	SELF
	3B	MBK	MK	<--	MNBK	MNK	GR				
	4A	MBK	MK	-->	MNBK	MNK	GO				
	4B	MBK	MK	-->	MBK[1]	MK[1]	OO	4) Forcing to be known	Revealing	Valence Shift (other)	NOT-SELF
LEG 2	5A	MK[1]	MBK[1]	<--	MK	MBK	MO	5) Forced to be known	Revealed	Valence Shift (self)	SELF
	5B	MNK	MNBK	<--	MK	MBK	GR				
	6A	MNK	MNBK	-->	MK	MBK	GO				
	6B	MNK	MNBK	-->	MNK[1]	MNBK[1]	OO	6) Preventing from knowing	Depriving	Leg Shift (other)	NOT-SELF
LEG 1	7A	MNK[1]	MNBK[1]	<--	MNK	MNBK	MO	7) Prevented from being known	Rejected	Leg Shift (self)	SELF
	7B	MK	MBK	<--	MNK	MNBK	GR				
	8A	MK	MBK	-->	MNK	MNBK	GO				
	8B	MK	MBK	-->	MK[1]	MBK[1]	OO	8) Forcing to know	Inflicting	Valence Shift (other)	NOT-SELF

MBK: Must Be Known
MNBK: Must Not Be Known
[1] MUST = 'Cannot Help But'

MK: Must Know
MNK: Must Not Know

GO: Game Originator
GR: Game Responder

MO: Motivator – Overwhelmed
OO: Overt – Overwhelm

Establishing a Space in Which to Work

Right well here we go, Level 1A. The first thing we would need is a little bit of space around us. Now it doesn't matter which space you use. You can use the space of the present time universe around you or you can use the space of any past moment in time, it doesn't matter. You're not limited in any form whatsoever; you just need some space in which to work.

So it doesn't have to be present time physical universe space. It can be past physical universe time space, follow me? You just need some space there to work.

Level 1A

	Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type	End Result	Postulates in Failure
		PD	SD		SD	PD					
LEG 4	1A	MBK[1]	MK[1]	<--	MBK	MK	MO	1) Forced to know	Inflicted	Valence Shift (self)	SELF
	1B	MNBK	MNK	<--	MBK	MK	GR				
	2A	MNBK	MNK	-->	MBK	MK	GO				
	2B	MNBK	MNK	-->	MNBK[1]	MNK[1]	OO	2) Preventing from being known	Rejecting	Leg Shift (other)	NOT-SELF

So we're at Level 1A and the first thing you would do is put up the others postulate there 'Must be Known', the postulate is 'Must be Known' and that is in the class of not-self. Now, it doesn't matter where you put the postulate. Most people prefer to put the postulate into a mass. But there's no reason why you should put it into a mass you can put it into empty space if you want but most people find it easier to put the postulate into a mass, either a created mass of your own choice or into a wall, a part of the physical universe or a fence or a passing car or anything.

It doesn't matter where you put it but the important thing is that it's a 'Must be Known' postulate and it's in the class of not-self. That is important, that you must be certain that it's in the class of "others," which I will refer to, for more precision, as the class of "not-self."

So you will put up that postulate 'Must be Known' in the class of not-self. Then you create the postulate 'Must Know'. Now that postulate is in the class of "self", that's you, right where you are.

It's you holding the postulate 'Must Know'. So you've got 'Must be Known' over that way, origin. Receipt, you, where you are, you with the postulate 'Must Know' and if you go over to column 8 on the chart you'll see that the level here is 'Forced To Know', and it's you being 'Forced To Know'. Get that?

Doesn't matter what is "known" you don't have to specify, you're just working with the postulates. So you would put up 'Must be Known' over that way in the class of not-self. Don't see yourself over that way doing this. You get yourself right where you are with a 'Must Know' postulate.

There's a little danger there that you can say, "Well, I'll get me over that way" well no that's wrong. You get you right where you are with a 'Must Know' postulate. You understand that? It's

you right where you are creating a 'Must Know' postulate then you simply timebreak out anything that shows up.

Any sensations that show up, you hold the situation as a cameo, as a scenario, as a scene and you timebreak out anything that happens, anything that shows up you timebreak it. Timebreak it out till it's gone away and you put the postulates back up again.

You put the postulates back up and if more scenes show up from the past you timebreak those back out, have a good look at them, timebreak them back out of existence. Then put the postulates back up again and you keep on doing this until you can put those postulates at Level 1A with no more change occurring.

That you can quite happily put up the postulate 'Must be Known' in the class of not-self over that way while you're sitting there with 'Must Know' and you have got the idea that you're being 'Forced To Know' and that it's quite ok, nothing happening, and it's all quietened down.

Right you're now ready to move on. In other words you've started to get bored at that level. You've done all you can with that level, it's time to move on.

Level 1B

	Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type	End Result	Postulates in Failure
		PD	SD		SD	PD					
LEG	1A	MBK[1]	MK[1]	<--	MBK	MK	MO	1) Forced to know	Inflicted	Valence Shift (self)	SELF
	1B	MNBK	MNK	<--	MBK	MK	GR				
	2A	MNBK	MNK	-->	MBK	MK	GO				
	2B	MNBK	MNK	-->	MNBK[1]	MNK[1]	OO	2) Preventing from being known	Rejecting	Leg Shift (other)	NOT-SELF

So we now move from Level 1A to Level 1B. Now that is signified by you changing your postulate from 'Must Know' to 'Mustn't Know'. You're still at receipt point but you are changing your postulate from 'Must Know' to 'Mustn't Know'. The postulate 'Must be Known' is still out there in the class of not-self but now it's a game.

We now have a games condition. We now have the opposition. We now have an opposition situation. We have 'Must be Known' in the class of not-self and 'Mustn't Know' in the class of self and they are opposing postulates and that is a game situation. So you just hold that; just hold that situation and timebreak out anything that shows up, anything that shows up, there.

And you continue with it until there's no more change, you've timebroken out everything and you quite happily have that situation there where you have 'Must be Known' over there in the class of not-self and 'Mustn't Know' in the class of self and you can hold that situation and there's nothing else, it's all quietened down, there's nothing else happening and you're getting bored with it. And say, "Right, it's time to move on."

Level 2A

	Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type	End Result	Postulates in Failure
		PD	SD		SD	PD					
LEG 4	1A	MBK[1]	MK[1]	<--	MBK	MK	MO	1) Forced to know	Inflicted	Valence Shift (self)	SELF
	1B	MNBK	MNK	<--	MBK	MK	GR				
	2A	MNBK	MNK	-->	MBK	MK	GO				
	2B	MNBK	MNK	-->	MNBK[1]	MNK[1]	OO	2) Preventing from being known	Rejecting	Leg Shift (other)	NOT-SELF

So you now move on from 1B to 2A. Now this involves going from receipt to origin. There's a definite change going to happen now between 1B and 2A. When you go from 1B to 2A you start off by instead of feeling yourself at receipt point you start to say to yourself, "Well now, I'm in 'Mustn't Know' but now I am starting to originate."

You start to originate in 'Mustn't Know' and drive your postulate 'Mustn't Know' across to the other person, to the 'Must be Known', there. In other words, instead of him being the originator and you being at the receipt. At Level 2A it's you the originator of 'Mustn't Know' and you drive him into the receipt of your pan-determined postulate 'Mustn't be Known'.

And you're beginning to get at him, you begin to get at the opponent. So it's you at 'Mustn't Know' and him still holding his postulate of 'Must be Known' but now instead of him being at the origin point he's at the receipt point. But it's still a game. Again you would do all the necessary timebreaking. The handling of anything that shows up. Clean everything up till you're quite bored with that level and can hold Level 2A.

Level 2B

	Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type	End Result	Postulates in Failure
		PD	SD		SD	PD					
LEG 4	1A	MBK[1]	MK[1]	<--	MBK	MK	MO	1) Forced to know	Inflicted	Valence Shift (self)	SELF
	1B	MNBK	MNK	<--	MBK	MK	GR				
	2A	MNBK	MNK	-->	MBK	MK	GO				
	2B	MNBK	MNK	-->	MNBK[1]	MNK[1]	OO	2) Preventing from being known	Rejecting	Leg Shift (other)	NOT-SELF

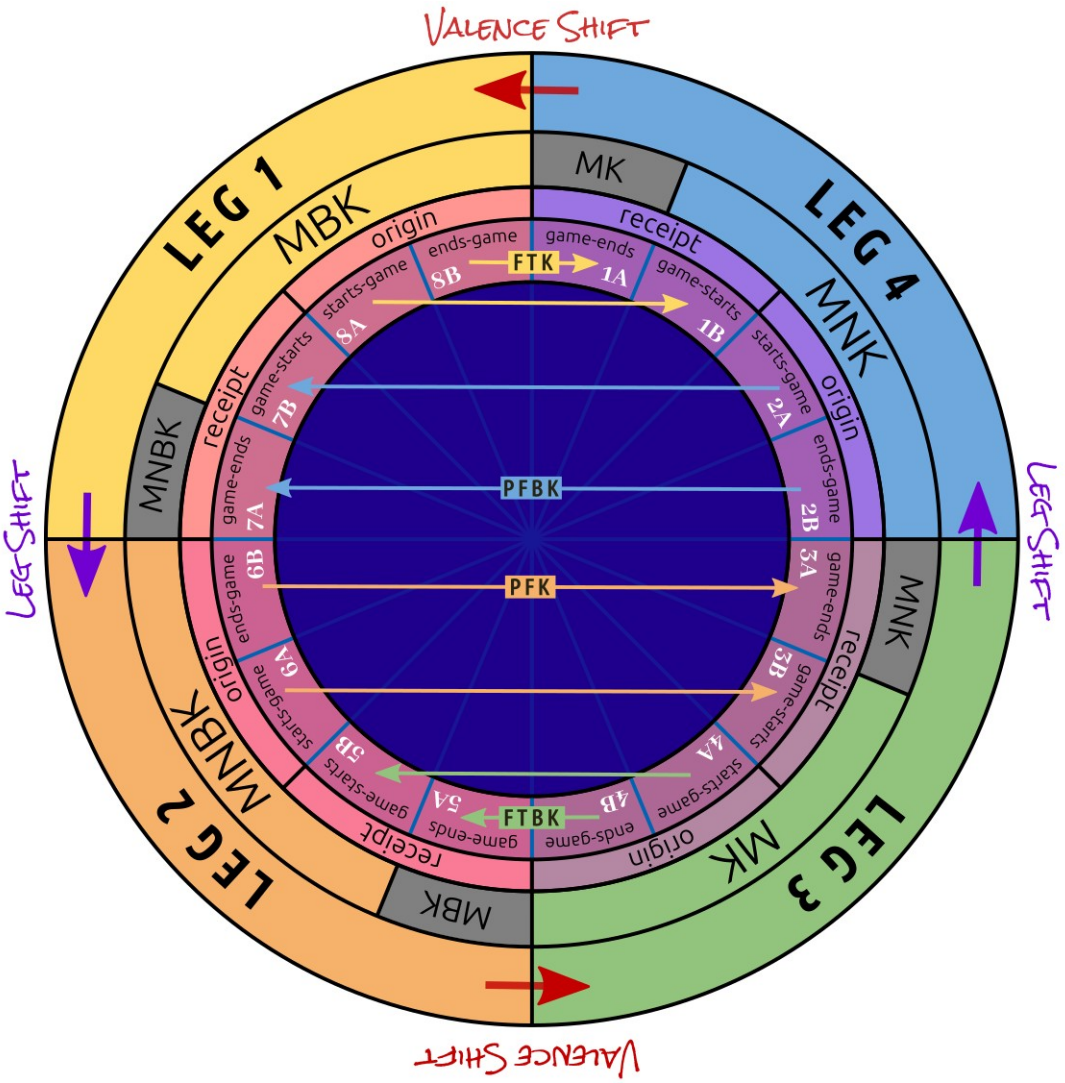
Then you would go to Level 2B where now you're going to actually overwhelm the opponent. You still stay in your 'Mustn't Know' postulate. You're originating your 'Mustn't Know' postulate at Level 2B and now you drive him. You actually force him. You drive him by sheer power of postulate; you drive him from 'Must be Known' into 'Mustn't be Known'

And you make him comply with your pan-determined 'Mustn't be Known' postulate. So he is driven from the 'Must be Known' he held at Level 2A, he now goes to 'Mustn't be Known' at Level 2B. And Level 2B has you, self with 'Mustn't Know' as the origin and the opponent is at 'Mustn't be Known' at the receipt point, there.

So now we've gone through a whole little cycle, haven't we, we've gone through a whole little cycle. We had the complementary postulates at Level 1A of 'Must be Known' and 'Must Know'. Now we've gone through two game cycles there and now we've come back to complementary postulates again but notice that the postulates have changed.

At 2B we have 'Mustn't Know', 'Mustn't be Known' and we're back with complementary postulates again but now you're at the origin point and the 'Mustn't be Known' is at the receipt point, but again we've achieved complementary postulates. And the level here now, it's not a game level. This is the overt of preventing from being known.

Now I really don't have to go any further Judith, because that is a complete little cycle I've run there in 1A, 1B, 2A, 2B. That gives a complete little cycle. It's actually a quarter of the whole set. And if you can follow that quarter then the rest of the Postulate Failure Cycle Chart is three more quarters. That all follow the same pattern, they all follow the same pattern as that first quarter. So if you can follow what I've just given you, you've got it.



Now I just re-checked over your tape and I think I've answered your question. Your difficulty is a lack of understanding that you're dealing purely with postulates. That you're not dealing with effects here on the chart. You're dealing with postulates, that's all your putting up is postulates.

You're not putting up effects. You're not putting up sensations or you're not creating people, you're not mocking up people, you're not mocking up walls or floors or situations.

You're simply mocking up postulates and that bugs many people right at the start. They're not used to working with just postulates. Well that is the whole level of Level 5, is postulates. That's all we work with at Level 5, is postulates. We don't work with anything else, we timebreak out everything else that shows up. We only work with postulates at Level 5.

It's an incredible thing to work with. At first it seems very strange and so forth, and very odd and peculiar to be just working with postulates but after a while you get used to it and when you get into Level 5 you get to a point eventually where you wouldn't dream of working with anything else but postulates because you get the fastest result working with postulates.

And you always work with just postulates and you simply timebreak out anything else that shows up, any incidents that show up, any sensations or any emotions or what have you that show up you simply timebreak them out. So at Level 5 you're working purely with postulates. Once you grasp that you've got it. You've got it. You really get that, you've got it. You can work then at Level 5 and realise what you're doing.

As I said in the write up there, take it steady. You can't overrun these levels at Level 5. If you stay on a level longer than you need to run it, all that's going to happen is you’re going to get bored. So boredom is the sign it's time to move on. Nothing terrible is going to happen if you overrun a level at Level 5 but nasty things can start happening if you leave a level before you should have left it.

So it's always best to err on the side of staying on the level a little longer than you need to because as I mentioned in the write up, if you leave a level before you should have left it you can get into a lot of difficulty. But I've given you the repair for Level 5. It's in the text. There's the repair of what you do if this happens to you. If you're leaving a level before you should have left it. If you do that you'll know all about it, sooner or later, but there's a repair there and I've explained that very carefully in the text and there's nothing I need to add on that subject, it's all thoroughly covered in the write up.

But that's the only real mistake you can make, is to leave a level before you should have left it. It's best to err on the side of boredom. Stay with a level till you're so bored with it that you say, "Oh my God, it's time I moved on. I'm absolutely bored with this. This is getting to easy."

Opponent's Postulate Won't Move

Now what happens if you can't get the opponent to move his postulate? Supposing he's got his postulates stuck there at 'Must be Known' and you can't drive him in, say to 'Mustn't be Known'. He's a 'Must be Known' and he refuses to budge. Ok, well just simply mock-up lots and lots and lots of him with that postulate.

Just keep creating the opponent with that postulate, just keep going. Might take 5 minutes, might take 10 minutes, 15 minutes, half an hour, just keep creating more and more and more of him and more and more, an abundance of him with that postulate.

Eventually you'll be able to change the postulate. So don't quit there. Never feel that there's a scarcity of postulates here. If a postulate fades out put it back. If it fades out on the opponent create it back in the opponent. But make sure the opponent's in the class of not-self and you're in the class of self.

You are always in the class of self and the opponents always in the class of not-self. You get that? If your postulates fade out you put it back. If the opponents postulate won't easily change, you can't push him through the overwhelm, alright, mock-up lots and lots of the postulate he's stuck in, that he insists on staying in.

He insists upon staying in 'Mustn't be Known', ok well mock-up lots and lots of that postulate with the opponent in 'Mustn't be Known', then we timebreak out anything that shows up, and then we move on. Eventually you'll always be able to move on.

There's no such thing as getting stuck on the chart. If you get stuck you just simply create your way out of the stuck situation. You get the idea? Your own creativity will always get you out. You just simply have to create the stuck point. Keep creating lots and lots and lots of copies of what is happening... the point that's sticking. Get the idea?

Then you move on. But I'm sure I mentioned this in the write up. But if I hadn't well I'm mentioning it now.

Importance of RI

The final point I'd like to mention on the running of Level 5 here is the subject of RI. Now as I mentioned in the write up but I'll mention it again because it's so dreadfully important. Level 5 will not, repeat not; run in the absence of RI. When it all starts to grind and get difficult and get hard and your field starts to go black and so forth, the most likely explanation is that you've neglected to run RI.

If you don't run your RI on Level 5 and run it copiously, the whole thing is going to grind to a shuddering halt, and you won't know what's happened. You'll think, "Oh my god, I'm... I'm going mad. It's all falling apart." And all you need to do is just run RI for 5 minutes and it will all come back right again. So always bear that in mind. It's a good thing to run RI before you start your session on Level 5, and it's a good thing to run RI between levels on the chart, and it's a good thing to run RI when the going gets rough, and it's a good thing to run RI at the end of the session, before you leave the session and end the session.

In other words you can run it at any time. And don't be sparing on the running of RI. Now I couldn't over stress the importance of those remarks on this subject of RI. I said it in the write up, I'm saying it again here now. Run RI. As you get further and further in to Level 5 this need to run RI lessens, it lessens, and towards the end you can almost do without it but you're never completely free of the necessity of running RI.

The need is greatest at the beginning. When you start Level 5 you have a great need to run lots of RI. It does chew up your importance's rather murderously, Level 5 does. You've got to repair them. You've got to repair these importances that you're chewing up. The answer is RI. Ok?

It's in the write up; I'm just repeating it again to make sure you've got the message.

Don't Abandon the 'To Know' Goals Package too Soon

One of the great errors you can make early on in Level 5 is to abandon the 'To Know' goals package prematurely. That is a very bad mistake. A person starts in on it and goes round the whole cycle once and says, "Aw well, nothing much happened there and uhh... I think I'll leave the 'To Know' goals package and start going on to the junior goals packages."

Well that is a definite mistake. You should stay with that 'To Know' goals package until you're so bored with it that it's coming out your ears. You know? And that's the time to leave it. And that is a long way ahead I can assure you. That is a long way ahead. There's absolutely no reason why a person shouldn't stay on that the whole way, that goals package can take you the whole way.

No other goals package can. All the other goals packages are junior to that one. That is the senior goals package, that's the granddaddy of them all. There's nothing in any of the junior goals packages that isn't in that basic 'To Know' goals package, that one's the major one.

Now that's the one you start with and that's the one you stay with as long as you can.

Dropping Back a Level

Never feel ashamed about dropping back to a lower level in TROM. If you have a lot of trouble with Level 5 then just simply drop back. Drop back to Level 4. You know, if you're having terrible trouble with Level 5 and it's too hot for you and the going gets really rough and you've done everything and it's still rough. Ok, just drop back to Level 4.

You'll find there's plenty of charge that Level 4 will turn up for you, and if Level 4's too tough to handle drop back to Level 3. Just do straight timebreaking, just do a session of straight timebreaking, and if that's too tough to handle well go back to Level 2 and find some differences and similarities. You can always drop back, you see. Don't be ashamed to do it. I've done it many times with great benefit. There's no loss of face here.

So always be prepared to do that. If the going gets rough at Level 5 drop back to Level 4, if it's rough at Level 4 go back to Level 3, if it's rough at 3 go back to 2... you'll arrive at a level you can work at, then you can crawl your way back up the levels again, to get back onto Level 5. That's the clever way to do it.

The un-clever way to do it is to say, "Well now I'm at Level 5, I must stay at Level 5, I mustn't go back that will be a loss of face." No, that's the wrong approach. If you have to go back then you go back. Get the idea?

Self-determined and Pan-determined Postulates

Now finally, Judith, and I've saved this purposefully for the very last, is the subject of the pan-determined postulates. You didn't mention you're having any difficulty understanding this so I'm assuming that you're pretty well straight forward on it, but I will just cover it for you briefly just to make sure, to be absolutely certain, that you're very ok with this subject of the self-determined and pan-determined postulates at these levels.

Let's go through our levels again now and just make sure that we know what we're doing here. It's very important that early on when you're working with those goals packages that you put the pan-determined postulates in place, otherwise you won't know why the postulates change on the chart.

The whole thing doesn't make much sense except in terms of the self-determined and pan-determined postulates so if you try and take the pan-determined postulates out of the equation

the whole thing starts to become rather puzzling. So we have to put them in, particularly early on in therapy.

Later on in therapy they'll become so automatic that you'll know they're there, that you don't really have to bother about them, they're obviously there. You know? But early on you've got to consciously put them there so that you can thoroughly grasp the reasons why the postulates change when they change, and this whole subject of overwhelm then starts to make sense.

	Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type	End Result	Postulates in Failure
		PD	SD		SD	PD					
LEG 4	1A	MBK[1]	MK[1]	<--	MBK	MK	MO	1) Forced to know	Inflicted	Valence Shift (self)	SELF
	1B	MNBK	MNK	<--	MBK	MK	GR				
	2A	MNBK	MNK	-->	MBK	MK	GO				
	2B	MNBK	MNK	-->	MNBK[1]	MNK[1]	OO	2) Preventing from being known	Rejecting	Leg Shift (other)	NOT-SELF

Level 1A

So let's go through our Levels we have 1A. Now at Level 1A the only postulates there are the opponent's postulates. There's his self-determined postulate of 'Must be Known' and there's you at your end of the comm. line complying with that. Actually they are both his postulates and they are his self-determined postulate 'Must be Known' and at your end of the line you're sitting there holding 'Must Know' which really is his pan-determined postulate, but you're calling it your self-determined postulate. You see? You've bought it, you've bought the lie.

So there's only two postulates involved there at Level 1A.

Level 1B

As soon as we go to Level 1B, which is a games level, you now stop buying the lie, your self-determined postulate of 'Mustn't Know' reasserts itself at the receipt point and with it your pan-determined postulate of 'Mustn't be Known' reappears round the opponent at his end of the comm. line. At the same time you've now clawed your way out of his pan-determined postulate. His pan-determined postulate is still at your end of the comm. line and his pan-determined postulate is 'Must Know' but you're not in it.

You're not dramatizing it any more but it's still at your end of the comm. line. So at Level 1B there are four postulates. There's the two self-determined postulates and the two pan-determined postulates and they're in the positions I've given.

Level 2A

Similarly at Level 2A. Level 2A is a games level so the 4 postulates are still present, they haven't changed. The only difference is that you've moved now from receipt to origin, but there are still the four postulates in play. There are still the two self-determined postulates and the two pan-determined postulates in the positions I've just given.

Level 2B

Then we move to Level 2B and here we have an overwhelm level. Now what happened here is that you've now overwhelmed the opponent. He's lost his self-determined postulate; he's now bought your pan-determined postulate. So there's your self-determined postulate of 'Mustn't Know' and he's now bought your pan-determined postulate of 'Mustn't be Known'.

So there are only two postulates on the board and they're both yours. There's your self-determined postulate of 'Mustn't Know' and there's your pan-determined postulate which the opponent has bought and he's now in 'Mustn't be Known'. The opponent's postulates have gone. He's been overwhelmed.

Whenever the opponent is overwhelmed his postulates are gone, they're no longer in play. When you get overwhelmed your postulates are gone and only the opponents postulates are in play. So at the overwhelm levels there's only two postulates there, but at the games levels on the chart there's always the four postulates, the two self-determined postulates and the two pan-determined postulates.

It's very difficult to explain this in words. It's much simpler once you start to put it out there in your mind and do it. You'll see it immediately. But as I said unless you see the need for these self-determined and pan-determined postulates, unless you see why we have to get the pan-determined postulates, you never understand why the postulates change on the chart and the whole chart becomes rather meaningless to you.

But put the pan-determined postulates in, then it starts to make an awful lot of sense. And suddenly it, clicks and you say, "My god yes, I've got it, I get it, I get the whole thing. I see what Dennis is talking about."

After that it's easy. It gets so easy after a while with the pan-determined postulates, they are so obviously there, you put them there so naturally that you don't have to think about them any more, you know? They're so obviously there it's like going out shopping in the morning and it's daylight and so obviously the sun's above the horizon, it's that sort of obvious.

Still you're always putting the pan-determined postulates there when they ought to be there. You get it? You never cease to do it, but it becomes second nature to you after a while. It's just that early on in therapy you must do it very consciously and you must be very consciously aware of doing it otherwise the chart won't make any sense to you.

End of tape

Articles : Tape 5 – The Supermarket Paradox

Unknown Date

The name of this article is 'The Supermarket Paradox' or 'Reflections on Level 3 of TROM'. Now a paradox can be loosely defined as anything that conflicts with one's preconceived ideas or notions. An example of a paradox is a man going to a zoo for the first time and seeing a giraffe and exclaiming that there's no such animal.

The giraffe clearly contradicts his ideas, his preconceived ideas, of what an animal ought to look like. How does this phenomenon of the paradox come about? It comes about when a person's idea or model they have in their own mind of the way the universe is, is contradicted by the real universe. And it only happens when they don't know all there is to know about the situation that is in front of them.

There Are No Paradoxes

As a matter of fact, there are no paradoxes in this universe. The whole universe, jogs along on the laws upon which it is based and upon, with which it's constructed. The universe will not permit any paradoxes. A thing cannot occur in the universe which is contrary to the laws upon which the universe is constructed, simply because it violates the laws and therefore cannot exist in the universe.

So there are no paradoxes in the universe. But there are an awful lot of beings in the universe that have ideas and preconceptions about the way the universe ought to be which are at variance from the way in which the universe actually is.

Once you grasp that, you see that paradoxes can be rampant. Or to put it another way if a person understood the laws upon which this universe is constructed he would never be faced with a paradox. He would simply look at a situation and whatever he saw would be consistent with the laws of the universe. He would not be struck by this phenomenon of the paradox.

So a paradox always occurs and only occurs when a person knows less than he could know about the laws governing the phenomena that are in front of him. Now there's a very common paradox that a person walks into at Level 3 in TROM. It is so common that I've named it 'The Supermarket Paradox' and I thought it might be a good idea to say a few words about it to stop people being puzzled by it.

The supermarket paradox occurs when a person gets to Level 3 in TROM and this person believes in such things as memory pictures or mental image pictures. This is how the paradox comes about. The person at Level 3 is being encouraged by the procedure to examine various incidents, scenes in their life. And they end up examining these scenes in much greater detail than they've ever before examined them. And hence they start walking into what I call, the supermarket paradox.

The simplest form of the paradox is that a person at Level 3 in TROM picks up a memory scene of being in a supermarket, shall we say, at the point of where they are taking a packet of cornflakes off the shelf and putting it into their trolley.

This is the moment in time that they are dealing with, at Level 3 in TROM, at a certain moment in their therapy session. And this is how the paradox comes about. They examine the scene and they look around the scene. There are the cornflakes. They just put the cornflakes into the trolley. And they look around the supermarket and they become aware of the various bits and pieces in the supermarket. And they become aware of their body in the supermarket. They become aware of their head in the supermarket. And there they stop. There they walk into a paradox. Or, I could say more precisely, they could very easily walk into a paradox at this point if they happen to believe that their memory scenes, memory pictures, are being generated by something in their brain or some part or some mechanism in their brain.

Because they will now find that they're looking at the scene and in the scene they're looking at their body and their brain is in their body. How can their brain make a picture of the supermarket and in the supermarket is their body and in their body is their brain, and in the brain there is the machine or the device that is taking the picture or making the recording? But the device must be making a recording of itself.

Because you look into the scene, look into the supermarket, there's the body in the supermarket and there in the body is the brain. So inside the brain would be the device. How can this be? How can a device in the brain be recording itself? So you say, "OK it records itself."

Alright, well that only worsens the situation, because if this device records itself, then it must also be making a recording of recording itself. And if it makes a recording of recording itself, it must make a recording of recording itself recording itself. And so on in infinite regression, in infinite series.

So the situation has now got worse. You don't get out of it that way. It worsens the situation we're now into a completely ridiculous situation. Now we're up against the paradox. The paradox is essentially that, "How can the picture of the supermarket be a figment of the brain when the brain is in the supermarket and is a part of the recording." That is essentially the paradox. Then, of course, is the added difficulty of: "How come all this vast space in this vast supermarket all gets into one tiny brain while this tiny brain is in the supermarket?"

You see that's the difficulty too, a spatial difficulty, simply of this problem: How could such a large object, like a supermarket, get into a tiny thing called the brain, while this brain is inside the supermarket, clearly demonstrating that the space of the supermarket is bigger than the space of the brain.

Again a paradox. So we're not only in the supermarket paradox once we start on them we see a whole series of paradoxes. Well I'm only naming some of the most obvious ones. So we look around the supermarket and we see the body standing there taking the cornflakes off the shelf or putting the cornflakes into the trolley.

And there's the body and there's the back of the head of the body. And... Wait a minute! How can the brain take a memory picture of the back of the head of the body when the brain is inside the body and its only visual output is through the eyes and the eyes are at the front of the head? How can it make a recording of the hair at the back of the head? But there it is, you're in the supermarket, you're looking at the back of your body and you're looking at your hair. No way! Paradox!

Oh, I could go on, you see. So you say, "OK, enough of that... we'll drop that". This is not a memory recording made by the brain. This is a mental image picture which has something to do with the human spirit. This has got nothing to do with the body. That's why I can see the body in the scene. It's because it's made by me as a human spirit. Fine – fine – fine. OK.

So when you're in the supermarket taking the cornflakes off the shelf and putting them into your trolley you are occupying the viewpoint of your body. So presumably any recording made by you as a human spirit at that moment in time would have been made from that viewpoint. Right?

Then how come, in recall, it's very easy for anyone to recall that same scene from six foot behind the body? Or two foot above the body. Or three foot to the left of the body. How come? Paradox!

So you say, "OK no problem there. There's the memory picture – we make the memory picture and we simply move the picture right, to the left, and up and down. So we can get various viewpoints in the picture. The whole thing is just an illusion." Fine, fine, fine.

So you solved that paradox you think? So you look out around the supermarket and you look out through the wall of the supermarket. And there's a green fence and on top of the green fence... but, wait a minute, wait a minute you've never been outside that supermarket and seen this green fence with your body's eyes.

And at the time of the incident you had no awareness of this green fence. So if you had no awareness of this green fence at the time of the incident, how come you've got a mental recording of this green fence? And there it is, you go back to that moment to the incident and you look across at the wall of the supermarket and you look through the wall.

No doubt, there is the green fence. And you look past the green fence and there is a truck parked and there are the wheels on the truck; on the other side of the truck there is a garden fence; and on the other side of that garden fence there is someone's back garden; and in the garden there's a lawn an etcetera, etcetera.

The further you look, you just see more and more universe. More and more town. Just exactly what you'd expect to find if you were there looking through your eyes. Paradox! Oh, you say "I'm a spiritual being and I have a machine that makes copies of the whole universe, moment by moment in time. And I'm completely unaware of it. I don't know it's happening. The picture is always available to me. At any time I can refer to these pictures and each picture is a complete picture of the whole universe."

Well now that's quite a machine. All right, let us suppose there is such a machine. Now if there were such a machine it would show up sometime in therapy. Yet there are no reports of such machines ever showing up in therapy. And worse is to come.

If such a machine existed and you created a copy of such a machine and continue to make copies of such a machine, and each copy, by your own postulate, was able to make pictures of the universe and do exactly what the original machine did. Eventually you will take over the automaticity of the original machine and the original machine would start to falter and start to break down. And something would happen, start happening, to your memory pictures. But nothing happens.

You can create such a machine and play with it, and do every known process with this machine. You can create it; un-create it; move it around; chop it up; bring it together; make it produce pictures; have it stop; start it; change it; paint it green; do what you like with it.

You get back to the supermarket. You get exactly the same phenomena as before you played around with the machine. You haven't changed the machine in the slightest. Now, it's very difficult to conceive of such a machine under those circumstances. Very difficult to conceive the machine; but it's your machine that you used to take pictures, moment by moment, of the whole universe.

That you have so little control over that you can't do anything about it by your own creativity in present time. Now that in itself is a paradox. Now there is a far, far simpler solution to all of these paradoxes. It's a very simple solution and it solves all of them.

That what you're viewing in the supermarket is not a picture of the supermarket; it is not a figment of the brain; it is not something produced by a machine in the brain; it is not something which is produced by a machine in your psyche as a spiritual being. What you're looking at is the actual supermarket at that moment in time as a spiritual being.

In other words: You are looking at that moment in time as a spiritual being. Now this explains the whole phenomena. There are no mysteries now, this is why you can look through the wall of the supermarket and see the green fence, and why you can see the truck. Why you can see the wheels

on the truck and the fence behind the truck. And the person's backyard with the lawn in it. This is why you can see all these things.

Because you're simply looking through states of that moment of time in the physical universe. You are looking at the real universe at that moment in time as a spiritual being. There's a whole universe there for you to view. Now once you grasp that the paradox ends.

You junk the mental image picture theory, that you've got a machine that makes pictures. Exit one imaginary machine, it never did exist. You've now got rid of it. No need for it – no need to keep this piece of useless bric-a-brac in your mind. The machine never did exist so you dump it.

Exit this idea that you've got something in your brain that makes all these wonderful pictures. No such thing, nothing in there. Nothing in there that makes pictures. Nope, it's just you. Just a spiritual being who can look at the "then" scenes and who can look at the "now" scenes, and if the "then" scenes seem a little less real than the "now" scenes it's only because he's made them so.

And that ends the supermarket paradox once and for all. And it ends all supermarket paradoxes of that type, all paradoxes of that type, which you can call supermarket paradoxes. On that subject your ideas are now completely consistent with the way things are. And so you do not suffer paradoxes any more on the subjects of memories, memory pictures, memory scenes and so on.

Once you grasp the truth of it the paradoxes go and everything you look at and understand along these lines is quite consistent with the way the universe is. You no longer get the puzzles of the supermarket paradox.

Now I hope this article, in conjunction with the theoretical material on this subject given in TROM, will assist you to resolve these various paradoxes. Thank you very much.

End of tape

Death of Dennis H. Stephens

15th December, 1994

Further Information

Additional information on TROM can be found at the following links:

Active Forum

https://theresolutionofmind.createaforum.com/

YouTube for Audio Recordings

https://www.youtube.com/channel/UChwOCzAyAq-FeedkDCKovNA

https://www.youtube.com/channel/UCfLbaSxiUIUlOd5-enxsN6w

Other Storage Locations – Audio and Text

https://tromworld.wordpress.com/

https://resolutionofthemind.github.io/

https://tromtheresolutionofmind.com/

https://github.com/ResolutionOfTheMind/TROM

https://theresolutionofthemind.quora.com/

A TROM Glossary

September, 2021

8C (TR6: 8-C Body Control):

Student walks coach around like a robot, in constant physical contact. The student physically makes the coach's body start, change direction and stop with the student forcibly controlling the coach's body into doing those things.

aberrated behaviour / aberration:

Aberration is a departure from rational thought. Content found in the reactive mind is said to aberrate the individual.

See reactive mind

affinity:

The degree of love or liking is said to be one's affinity for something.

afoul of:

See fall afoul of

analytical mind:

The rational mind of the individual of which he is aware of. It is the opposite of the reactive mind which makes hidden computations based on past trauma.

Association Secretary:

An executive title in a Scientology organization (per earlier organization structure). He is in charge of four divisions of the Scientology organization. The HCO Secretary is in charge of the first three divisions.

See HCO Secretary

auditing / auditor / auditing command:

In Scientology, the therapy parishioners receive from the Church provided by auditors is called auditing. This consists of a set of auditing commands the auditor gives to the person receiving therapy.

In TROM there are similar processes most commonly referred to as "exercises" and are self-administered, though the two terms, "auditing" and "exercises" are often used interchangeably in the subject of TROM.

bank:

See reactive mind

black field:

(Scientology) Just some part of a mental image picture where the preclear is looking at blackness. It is part of some lock, secondary or engram. In Scientology it can occur (rarely) when the pc is exterior, looking at something black. It responds to R3R. (HCOB 23 Apr 69)

black field case:

(Scientology) A case that could not run engrams because he could not see them. (HCOB 14 Jan 60)

black screens:

See non-perception screen

Book One:

"Dianetics The Modern Science of Mental Health" by L. Ron Hubbard is commonly referred to as "Book One".

BT (Body Thetan):

A body thetan is a disincarnate thetan who is "stuck" in, on or near a human body, and all human bodies are said to be infested by these disembodied thetans, or clusters of them.

button:

A hidden sensitivity that can be manipulated to produce a desired response. When one "pushes your buttons" they are trying to evoke a response from you. Used loosely in the following context as something that is important to the person or that they are concerned/sensitive about: "The 'button' is importance; the unimportance comes out in the wash." (From TROM a Games Manual)

case:

The sum of a person's aberrations, problems, failed purposes, etc. Scientology auditing and TROM exercises are directed toward handing a person's "case".

case level:

A determination of how much of a person's case has been handled by Scientology auditing or TROM exercises.

CCH:

See objective processes

charge:

Upset or conflict in the mind.

Clear:

A being who no longer has a reactive mind. It was the original intent of L Ron Hubbard that everyone on Earth become a "Clear" and thus attain a Cleared Planet

clearing:

Bringing the person up to a point where he realises that he can handle his mind and handle his life.

cleft stick:

Is a difficult situation: If you say that a person or organization is in a cleft stick, you mean that they are in a difficult situation which will bring them problems and harm whatever they decide to do. [British]

co-audit / co-auditor:

Two people engaged in auditing who take turns auditing each other are co-auditing.

coextensive

It's a term a logician would use when he means that, the members of these classes are identical in their characteristics. They have identical characteristics. So, loosely speaking we could say instead of the phrase "is coextensive with" we could say "is identical with" or "is the same as"

coming a cropper:

1. Fall heavily - "he came the most appalling cropper, I think he knocked himself out".

2. Suffer a defeat or disaster - "the club's challenge for the championship has come a cropper"

comm. line / communication line:

The route along which a communication travels from one person to another. When two people are communicating with each other it is said a communication line or comm. line exists between them.

compulsive games play:

See games condition

Control, Communication and Havingness (CCH):

See objective processes

cross-package:

To take a goal out of one goals package and oppose it to a goal which is out of another goals package.

Dianetics:

The word Dianetics is derived from the Greek dia, meaning "through," and nous, "mind or soul." Dianetics is further defined as "what the soul is doing to the body." When the mind adversely

affects the body, it is described as a psychosomatic condition. Psycho refers to "mind or soul" and somatic refers to "body." Thus, psychosomatic illnesses are physical illnesses caused by the soul.

Dictum of Aristotle:

A thing cannot both exist and not exist simultaneously.

difference:

1. The concept of differences in this universe, a concept that A is different from B is essentially the concept that A and B have no common class.

2. in actual practice you have to bond A to some quality X and bond B to the absence of X or Not-X in order to convince others that A is different to B. Similarly you have to bond A to some quality Y and bond B to Y to convince others that A is similar to B.

dilettante:

One who studies an art or science for amusement without serious study.

Director of Processing:

The person who heads the processing department of a Scientology organization. Processing is another term for auditing, where an auditor processes the parishioner to higher states of spiritual awareness.

See auditing and process

Director of Training / Examiner:

A Director of Training is the head of the department that offers Scientology training to the public (as opposed to the staff). An Examiner is the person who verifies the completion of Scientology training and auditing levels. When you finish a course in Scientology, or finish receiving an auditing session, you see the Examiner.

Electro-Encephelography (EEG):

Measures electrical activity in different parts of the brain and the recording of such activity as a visual trace.

E-Meter:

An electronic instrument that measures mental state and change of state in individuals and assists the precision and speed of auditing. The pictures in the mind contain energy and mass. The energy and force in pictures of painful or upsetting experiences can have a harmful effect upon an individual.

When the E-Meter is operating and a person holds the meter's electrodes, a very tiny flow of electrical energy passes down the wires of the E-Meter leads, through the person's body and back into the E-Meter. When the person thinks a thought, looks at a picture in their mind, re-experiences an incident or shifts some part of the reactive mind, they are moving and changing actual mental mass and energy. These changes in the mind influence the tiny flow of electrical energy generated by the E-Meter, causing the needle on its dial to move. The needle reactions on the E-Meter tell the auditor where the charge lies, and that it should be addressed through auditing.

engram:

Mental image pictures of pain and unconsciousness of past events. They exist in the reactive mind.

See reactive mind

erasing:

The removal all of the charge (upset) to the point of vanishment.

fall afoul of (chiefly US):

To get into trouble because of not obeying or following (the law, a rule, etc.) "After leaving home he fell afoul of the law."

field auditor:

An auditor who practices Scientology auditing outside of the church (he is not directly employed by the organization).

See auditing

flat:

When a process or exercise no longer produces change it is said to be flat.

float / floating needle:

On an E-Meter when an incident, subject or process is no longer "charged" the needle will smoothly go back and forth. Also called an "F/N".

See E-Meter and charge

game:

Is a contest in conviction between opposing postulates. A game, then, can be regarded as a conflict of postulates wherein a being endeavours to convince his opponent of his own (PD) postulate, while resisting the (PD) postulate arrayed against him.

For example, if my SD (self-determined) postulate is 'To Know' and your PD (pan-determined) postulate is 'To Not Know' then we're engaged in games play, I will try to change your current SD postulate 'To Not be Known' to my complementary PD postulate of 'To be Known'.

Self-determined postulates are my postulates, pan-determined postulates are the postulates I want "the other" to adopt. Games are all about getting the other person to agree with you, if you want to use the simplest of definition for it.

See postulate

games condition / compulsive games play:

These two terms, the former originating in Scientology, and the latter in TROM are comparable in meaning. A games condition occurs when one's attention is fixated on a game and playing it against his own will. Compulsive games play is games play wherein the game has become serious and he "must" play it. There are games in life that one can voluntarily play. When the word "must" is added to the postulate, then the postulate becomes compulsive. This is why the words "must", "forced" and "prevented" are used when running levels 4 and 5 of TROM. You are handling the upsets caused by compulsive games play.

goals package:

Life has four basic abilities (these are known as the 'legs').

1. Know
2. Not-Know

3. To be Known (bring into existence)
4. To be Not-Known (to take out of existence)

Every purpose in life must manifest in line with one or other of these basic abilities. The totality of these manifestations regarding a purpose we call the goals package of that purpose. Thus, all possible manifestations of the goal 'To Know' are within the 'To be Known' goals package.

goals, problem, mass (GPM):

(Scientology) The problem created by two or more opposing ideas which being opposed, balanced, and unresolved, make a mass. The processes used in Scientology to handle the 'goals, problem, mass' have to do with handling the identities that are in opposition to each other.

In TROM, the handling of this phenomenon is handled by addressing the postulates in conflict, not the identities. This is one of, if not the most fundamental differences between Scientology and TROM. "The actual legs, the actual postulates of the true GPMs aren't in the reactive bank. They're in the analytical mind. If you search in the bank, you will do it all wrong."

See reactive mind, legs and postulate

governor:

"Dennis uses the term governor in the sense of a regulator on an engine. The governor prevents the engine from racing away at high speed which will result in damage to the engine." (TROM forum posting by Pete McLaughlin)

GPM:

See goals, problem, mass

HASI:

Hubbard Association of Scientologists, International.

HCO Secretary:

In early Scientology organizations the HCO Secretary was in charge of three divisions, while the Association Secretary was in charge of the remaining four. HCO stands for Hubbard Communications Office, so named because its main functions were originally part of L. Ron Hubbard's office in the early days of Scientology. This division establishes, which means literally, keeps the church operating. Here, Department 1 provides new staff and ensures they get hatted

for their church positions. A hatted staff member is one who is able to competently perform the specific functions of his position.

HGA:

Stands for Hubbard Graduate Auditor and is a level of auditor in the Church of Scientology.

HPA:

Stands for Hubbard Professional Auditor and is a level of auditor in the Church of Scientology.

insanity:

A person is insane when they believe that a thing can both exist and not exist simultaneously. With the prerequisite of, a person only goes in insane when they believe that they have no class to go into if they are overwhelmed in games play.

ipso-facto:

By that very fact or act - "the enemy of one's enemy may be ipso-facto a friend"

itsa:

The action of the pc saying "It's a this or it's a that." (HCOB 6 Nov 64)

junior package / junior goals package:

The basic goals package is the To Know/To Not Know/To be Known/To Not be Known postulate package. Other "packages" are called junior packages and are on other subjects but follow the same structure i.e. the 'To Eat' junior goals package will be structured to eat/to not eat/to be eaten/to not be eaten. All junior packages are part of the basic package.

junior universe:

1. A junior universe is a universe that is totally within the physical universe. Examples of junior universes are cats, kings and coal heavers, any class of identities or objects are within the class of junior universes. All junior goals packages, whether life or non-life, are within the class of junior universes.

2. Junior goals packages, both life and non-life, are junior universes, and are therefore erasable at Level 5C. One merely converts the verb of the package into a noun, and then formulates the limited basic package just like for any other junior universe. An example is the goal 'To eat'. The noun form of the verb to eat is eating. Thus, eating becomes the subject matter of this junior universe.

legs:

Refers to each part of a goals package.

See goals package and goals, problem, mass

lock:

A mental image picture of an experience where one was knowingly or unknowingly reminded of an engram. It does not itself contain a blow or a burn or impact and is not any major cause of upset. It does not contain unconsciousness. It may contain a feeling of pain or illness, etc., but is not itself the source of it. For example, a person sees a cake and feels sick. This is a lock on an engram of being made sick by eating cake. The picture of seeing a cake and feeling sick is a lock on (is locked to) the incident (unseen at the moment) of getting sick eating cake. Locks exist in the analytical mind (Scientology online glossary).

See engram

lock scanning:

One contacts an early LOCK then "scans" through all similar locks up to present time to remove their influence over one. "Level Four is really just an introduction to Five, sort of cleaning the charge off the major goals in this lifetime. A kind of lock scanning, you might say, to take off some of the surface charge before getting down to the nitty gritty." (quote from TROM a Games Manual).

See lock

mental mass:

The pictures in the mind contain energy and MASS. The energy and force in pictures of painful or upsetting experiences can have a harmful effect upon an individual. This harmful energy or force is called charge. "The entire secret of making any mental mass vanish is to re-evaluate its importance to present time realities to the point where it is considered so trivial that there is no

longer any need to keep it in existence; at which moment the mass can be easily not-known and will promptly vanish." (From TROM a Games Manual)

meter:

See E-Meter

mock-up:

1. To mock-up is to get an imaginary picture of

2. We call a mental image picture a mock-up when it is created by the being or for the being and does not consist of a photograph of the physical universe.

Mosman:

A suburb on the Lower North Shore of Sydney, in the state of New South Wales, Australia.

motivator:

(Scientology) A motivator is an aggressive or destructive act received by the person or part of life.

"Overwhelming the postulate of an opponent in a game is known as an overt act. Having one's own postulates overwhelmed is called a motivator."

NED (New Era Dianetics):

Dianetics done with an E-meter.

needle:

E-Meter needle

See E-Meter

"needle would tighten" / "needle frees up":

(On an E-Meter) In the passage from TROM a Games Manual: "If I started to run the process the needle would tighten. Overrun? Yes. Needle frees up." Dennis is using an E-Meter to run processes on himself. The E-Meter needle tightens because he is trying to run a process that is "flat" (does not need to be run). On this realisation the needle "frees up".

See overrun, E-Meter and process

Nirvana:

An ending of all games by the adoption of complementary postulates and so the achieving of a non-game situation. Eternal bliss and oneness with all life. A roughly equivalent state to the no-game condition. The original Sanskrit etymology nir + vana might be 'not driven' or 'not blown'

non-life goal:

1. A goal that in any way opposes life's basic urge in the universe: To be; To Exist; To be Known.

2. A destructive goal

non-perception screen:

"Early on many beings find themselves plagued by 'non-perception' screens, which prevent them from perceiving their own creations. As you progress through the levels you'll become more and more aware of these screens. Finally you'll vanish them, and thereafter be able to perceive your own creations." (From TROM a Games Manual)

…due to the persistency postulates of the universe the 'Not-know' postulate degenerates into an attempt to vanish the unwanted effect by force, then, failing that, to hide the effect from oneself behind a screen - usually of blackness. These 'Not-know' screens are of an entirely different texture to the screens associated with the 'Be Not-known' postulate, being much harder and almost brittle." (From TROM a Games Manual)

Not Know:

An actual ability to 'Not Know' is an ability to erase by self-command the past without suppressing it with energy or going into any other method (Scientology Technical Dictionary).

"The opposite of knowing is loosely regarded as not-knowing. However, the opposition postulate to 'To Know' is 'To Not be Known'. This is not a matter of conjecture, but of logical necessity" (From TROM a Games Manual)

NOTS:

NED for OTs. (New Era Dianetics for Operating Thetans.) Unlike regular Dianetics, which focuses on running out engrams, in NED this is not done because the pre-OT has already eliminated his reactive mind, so any engrams located would belong to his BTs, not himself.

nulling:

Partial erasure of a goals package is called nulling that package. Nulling a package reduces the intensity of the compulsive games condition between the legs of the package. If a goals package can be nulled it can also be erased.

See goals package and erasing

objective processes:

Processes intended to orient the individual in present time by having him touch things, look at things, and move around his body. One very well-known lower-level type of objective processing is called "CCH" which stands for control, communication, and havingness. They are a set formula for improving the person's degree of control of his mind and body; his free communication with his environment unaffected by reactive stimuli (things that would restimulate his case) and his tolerance and ability to reach his environment ("Havingness" being that last - the ability to reach his environment).

Occam / Occam's Razor:

This term has been assimilated into our culture as the widespread layman's formulation that "the simplest explanation is usually the correct one."

opening procedure by duplication:

One of the most frequently used of the "objectives" is a process called "Opening Procedure by Duplication," or, more familiarly, "OP Pro by Dup." In this process the preclear is taken into a room in which two objects are placed, usually on a table, several feet away from each other, so that the preclear has to walk to get from one to the other.

opposite goal (or postulate) vs opposition goal (or postulate):

"The opposite of knowing is loosely regarded as not-knowing. However, the opposition postulate to 'To Know' is 'To Not be Known'. This is not a matter of conjecture, but of logical necessity" (From TROM a Games Manual)

OT Levels / Operating Thetan (OT):

A state of being above Clear, in which the Clear has become re-familiarised with his native capabilities. (Scientology online glossary). These levels above Clear are numbered, i.e. "OT 1", "OT

2", etc. They are confidential levels of auditing above the state of Clear wherein the person audits themselves instead of using a separate auditor.

See thetan, Clear and auditing

overrun:

(Scientology) Continuing a process past the optimum point

overrun symptoms:

Confusion, unwellness, mis-emotion etc.

overt act:

1. An act committed, considered harmful, and justified.

2. Overwhelming the postulate of an opponent in a game.

(Scientology) An overt act is not just injuring someone or something; an overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. (HCO PL 1 Nov 70 III)

overwhelm:

1. Postulate failure

2. Upset

package:

See goals package

pan-determinism:

Determining the action of self and others (non-self)

paradox:

Anything that conflicts with one's preconceived ideas or notions.

A seemingly absurd or contradictory statement or proposition which when investigated may prove to be well founded or true.

PC:

See: preclear

PD postulate:

The "other's" postulate is the one you put at the other end of the communication line, and is called the pan-determined postulate (PD).

See postulate

postulate:

1. Purpose, intention, goal and postulate can be regarded as synonyms.

2. A causative consideration; it is a consideration which contains an intention that something will occur. (The flavour of its meaning is contained in the old Latin '*postulare*' - to demand.)

preclear:

(Scientology) The person receiving auditing.

process:

(Scientology) A set of questions asked by an auditor to help a person find out things about himself or life.

purpose:

All purposes are systems or methods of knowing, not-knowing, making known, or making not-known.

psychotic break:

What is sometimes politely referred to these days as a 'nervous breakdown'

PT (Present Time):

Now.

reactive mind / reactive bank:

The stimulus-response mind that operates underneath the person's awareness or volition. The reactive mind stores engrams which are mental image pictures of pain and unconsciousness of past events.

See engram

restimulation:

The past is brought into present time by something in the environment restimulating it. For example, if there is a certain object or person in an engram, and the person sees it in the present, the effects of that engram may be restimulated.

See engram

RI (Repair of Importances):

The process of level one in TROM also used intermittently throughout the remaining TROM levels. The being must replace the old mass (importance) with mass of his own creation. In this way he can do the exercises which vanish the unwanted mental mass without compulsively pulling in around himself further unwanted mental masses to fill the vacuum so produced.

screen:

See non-perception screen

SD postulate:

Self-determined (one's own) postulate.

See postulate

Secretary:

The head of a division of a Scientology organization.

self-determinism (SD):

Determining the action of self.

self-recrimination:

The act or an instance of blaming or censuring oneself.

sensation:

1. Particles which occur at the boundary between opposing postulates.

2. A sort of mass.

3. That which is generated at the boundary between opposition postulates in games play.

4. Occurs at the boundary when the classes of self and not-self are in conflict with each other.

service facsimile / serfac:

(Scientology) It is a computation that the pc adopted when, in an extreme situation, he felt endangered by something but could not itsa it. It is called a service facsimile because he uses it; it is "of service" to him. Aberration, anybody's aberration on any subject, has been of some use to them at some time or other. You can trace it back. It's been of some use, otherwise they wouldn't keep mocking it up. But now, if you put it up against survival standards, you'd find it very non-survival. The pc adopted this because he couldn't stand the confusion in a situation. So he adopted a safe solution. A safe solution is always adopted as a retreat from the environmental restimulation. He adopted a safe solution in that instance and he survived. His safe solution became his stable datum. He has hung onto it ever since. It is the computation, the fixed idea, he uses to handle life, his service facsimile.

SHSBC:

Saint Hill Special Briefing Course. The course is named after Saint Hill Manor in England, Mr. Hubbard's residence during much of the 1960s, and where he taught the course from March 1961 to December 1966.

significance:

The significance of a thing is simply the purpose plus its importance.

similar

The definition of A is similar to B is that the class of A and B has members in it. It is not a null class. If A and B is not a null class then A is similar to B. However this definition lacks conviction.

In actual practice you have to bond A to X and bond B to Not-X in order to convince others that A is different to B. Similarly you have to bond A to Y and bond B to Y to convince others that A is similar to B.

skin galvanometer:

See E-Meter

subjective processes:

The opposite of objective processes, where the person is looking at his "case" as opposed to interacting with the physical universe.

See case, objective processes

thetan:

(Scientology) An immortal spiritual being; the human soul. The term soul is not used because it has developed so many other meanings from use in other religions and practices that it doesn't describe precisely what was discovered in Scientology.

We use the term thetan instead, from the Greek letter theta, the traditional symbol for thought or life. One does not have a thetan, something one keeps somewhere apart from oneself; one is a thetan. The thetan is the person himself, not his body or his name or the physical universe, his mind or anything else. It is that which is aware of being aware; the identity which IS the individual

time:

1. The postulate "Continue To be Known".

2. The postulate that introduces persistence into the creation.

3. (Scientology) a postulate that space and particles will persist.

timebreaking:

The general action of simultaneously viewing a 'then' and a 'now' scene. The name derives from the fact that the action of timebreaking breaks the temporal separation of 'then' and 'now', and thus removes the command power of the past scene so Timebroken.

time track (also known as "the track"):

The time track of a person is made up of all of the things that a person has experienced in their life.

To be Known:

Also making known and bringing into existence.

1. When you first arrived at this universe as a spiritual being you looked around and thought it would be an interesting game to play. It would be fun to communicate with the other beings here.

However you quickly realised that in this universe you can't play games if no one recognises you exist. In order to play games or communicate with other beings you must be noticed, must be recognised to exist, you must "be known."

[This is what Dennis means by 'To be Known'. You want 'To be Known' by others so they will communicate with you and allow you to play the games with them. Also you want the effects you create 'To be Known' by others so if you grow a garden and share the tomatoes with your friends you can say that you want tomatoes 'To be Known' by you and tomatoes 'To be Known' by others.]

2. This is the creative postulate to bring something into existence and to make it known.

3. Life is a spiritual quality. Life can bring things into existence. That which is brought into existence is called an effect. All effects are intended to be noticed by others so they include the postulate 'To be Known'.

To Know:

This is the postulate to learn, experience, perceive something. It exactly complements and satisfies the postulate 'To be Known'.

valence:

1. An identity assumed unwittingly (in games play). A valence is a type of junior universe, as is covered in level 5C of TROM. "All valence shifts involve the adoption of a new identity, whether real or imagined."

2. An identity complete with bank mass or mental image picture mass of somebody other than the identity selected by oneself. In other words, what we usually mean by valence is somebody else's identity assumed by a person unknowingly. (Dianetics and Scientology Technical Dictionary)

See junior universe

vis / viz:

Namely; in other words (used to introduce a gloss or explanation) - "the first music reproducing media, viz., the music box and the player piano".

Synonyms: namely, that is to say, that is, to wit, to be specific, specifically, in other words, to put it another way;

withhold(s):

An overt that is withheld or not made known to others.

wrong opposer(s):

1. It is necessary to clearly differentiate between the rather loose term 'opposite' and the very precise term 'opposition'. Opposition is the exact opposing postulate, whereas opposite has a much broader use. E.g. The opposite of knowing is loosely regarded as not-knowing. However, the opposition postulate to 'To Know' is 'To Not be Known'. This is not a matter of conjecture, but of logical necessity.

2. The actual legs, the actual postulates of the true GPMs aren't in the reactive bank. They're in the analytical mind. If you search in the bank, you will do it all wrong. It is an analytical construct, so they're in the analytical mind. All that is in the bank is a mish-mash of wrong opposers. The lies. The truth is in the analytical mind.

See goals, problem, mass and goals package

Postulate Failure Cycle Chart for 5A Goals Package

To Know Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MK	<--	MBK	MK	MO	Forced to Know	Inflicted
1B	MNBK	MNK	<--	MBK	MK	GR		
2A	MNBK	MNK	-->	MBK	MK	GO		
2B	MNBK	MNK	-->	MNBK		OO	Preventing from being Known	Rejecting
3A		MNK	<--	MNBK	MNK	MO	Prevented from Knowing	Deprived
3B	MBK	MK	<--	MNBK	MNK	GR		
4A	MBK	MK	-->	MNBK	MNK	GO		
4B	MBK	MK	-->	MBK		OO	Forcing to be Known	Revealing
5A		MBK	<--	MK	MBK	MO	Forced to be Known	Revealed
5B	MNK	MNBK	<--	MK	MBK	GR		
6A	MNK	MNBK	-->	MK	MBK	GO		
6B	MNK	MNBK	-->	MNK		OO	Preventing from Knowing	Depriving
7A		MNBK	<--	MNK	MNBK	MO	Prevented from being Known	Rejected
7B	MK	MBK	<--	MNK	MNBK	GR		
8A	MK	MBK	-->	MNK	MNBK	GO		
8B	MK	MBK	-->	MK		OO	Forcing to Know	Inflicting

Key

Leg 1	MBK	Must Be Known
Leg 2	MNBK	Must Not Be Known
Leg 3	MK	Must Know
Leg 4	MNK	Must Not Know
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

Postulate Failure Cycle Charts for 5B Goals Packages

To Create Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MC	<--	MBC	MC	MO	Forced to Create	Inflicted
1B	MNBC	MNC	<--	MBC	MC	GR		
2A	MNBC	MNC	-->	MBC	MC	GO		
2B	MNBC	MNC	-->	MNBC		OO	Preventing from being Created	Rejecting
3A		MNC	<--	MNBC	MNC	MO	Prevented from Creating	Deprived
3B	MBC	MC	<--	MNBC	MNC	GR		
4A	MBC	MC	-->	MNBC	MNC	GO		
4B	MBC	MC	-->	MBC		OO	Forcing to be Created	Revealing
5A		MBC	<--	MC	MBC	MO	Forced to be Created	Revealed
5B	MNC	MNBC	<--	MC	MBC	GR		
6A	MNC	MNBC	-->	MC	MBC	GO		
6B	MNC	MNBC	-->	MNC		OO	Preventing from Creating	Depriving
7A		MNBC	<--	MNC	MNBC	MO	Prevented from being Created	Rejected
7B	MC	MBC	<--	MNC	MNBC	GR		
8A	MC	MBC	-->	MNC	MNBC	GO		
8B	MC	MBC	-->	MC		OO	Forcing to Create	Inflicting

Key

Leg 1	MBC	Must Be Created
Leg 2	MNBC	Must Not Be Created
Leg 3	MC	Must Create
Leg 4	MNC	Must Not Create
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Love Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		ML	<--	MBL	ML	MO	Forced to Love	Inflicted
1B	MNBL	MNL	<--	MBL	ML	GR		
2A	MNBL	MNL	-->	MBL	ML	GO		
2B	MNBL	MNL	-->	MNBL		OO	Preventing from being Loved	Rejecting
3A		MNL	<--	MNBL	MNL	MO	Prevented from Loving	Deprived
3B	MBL	ML	<--	MNBL	MNL	GR		
4A	MBL	ML	-->	MNBL	MNL	GO		
4B	MBL	ML	-->	MBL		OO	Forcing to be Loved	Revealing
5A		MBL	<--	ML	MBL	MO	Forced to be Loved	Revealed
5B	MNL	MNBL	<--	ML	MBL	GR		
6A	MNL	MNBL	-->	ML	MBL	GO		
6B	MNL	MNBL	-->	MNL		OO	Preventing from Loving	Depriving
7A		MNBL	<--	MNL	MNBL	MO	Prevented from being Loved	Rejected
7B	ML	MBL	<--	MNL	MNBL	GR		
8A	ML	MBL	-->	MNL	MNBL	GO		
8B	ML	MBL	-->	ML		OO	Forcing to Love	Inflicting

Key

Leg 1	MBL	Must Be Loved
Leg 2	MNBL	Must Not Be Loved
Leg 3	ML	Must Love
Leg 4	MNL	Must Not Love
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Admire Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MA	<--	MBA	MA	MO	Forced to Admire	Inflicted
1B	MNBA	MNA	<--	MBA	MA	GR		
2A	MNBA	MNA	-->	MBA	MA	GO		
2B	MNBA	MNA	-->	MNBA		OO	Preventing from being Admired	Rejecting
3A		MNA	<--	MNBA	MNA	MO	Prevented from Admiring	Deprived
3B	MBA	MA	<--	MNBA	MNA	GR		
4A	MBA	MA	-->	MNBA	MNA	GO		
4B	MBA	MA	-->	MBA		OO	Forcing to be Admired	Revealing
5A		MBA	<--	MA	MBA	MO	Forced to be Admired	Revealed
5B	MNA	MNBA	<--	MA	MBA	GR		
6A	MNA	MNBA	-->	MA	MBA	GO		
6B	MNA	MNBA	-->	MNA		OO	Preventing from Admiring	Depriving
7A		MNBA	<--	MNA	MNBA	MO	Prevented from being Admired	Rejected
7B	MA	MBA	<--	MNA	MNBA	GR		
8A	MA	MBA	-->	MNA	MNBA	GO		
8B	MA	MBA	-->	MA		OO	Forcing to Admire	Inflicting

Key

Leg 1	MBA	Must Be Admired
Leg 2	MNBA	Must Not Be Admired
Leg 3	MA	Must Admire
Leg 4	MNA	Must Not Admire
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Enhance Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		ME	<--	MBE	ME	MO	Forced to Enhance	Inflicted
1B	MNBE	MNE	<--	MBE	ME	GR		
2A	MNBE	MNE	-->	MBE	ME	GO		
2B	MNBE	MNE	-->	MNBE		OO	Preventing from being Enhanced	Rejecting
3A		MNE	<--	MNBE	MNE	MO	Prevented from Enhancing	Deprived
3B	MBE	ME	<--	MNBE	MNE	GR		
4A	MBE	ME	-->	MNBE	MNE	GO		
4B	MBE	ME	-->	MBE		OO	Forcing to be Enhanced	Revealing
5A		MBE	<--	ME	MBE	MO	Forced to be Enhanced	Revealed
5B	MNE	MNBE	<--	ME	MBE	GR		
6A	MNE	MNBE	-->	ME	MBE	GO		
6B	MNE	MNBE	-->	MNE		OO	Preventing from Enhancing	Depriving
7A		MNBE	<--	MNE	MNBE	MO	Prevented from being Enhanced	Rejected
7B	ME	MBE	<--	MNE	MNBE	GR		
8A	ME	MBE	-->	MNE	MNBE	GO		
8B	ME	MBE	-->	ME		OO	Forcing to Enhance	Inflicting

Key

Leg 1	MBE	Must Be Enhanced
Leg 2	MNBE	Must Not Be Enhanced
Leg 3	ME	Must Enhance
Leg 4	MNE	Must Not Enhance
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Help Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MH	<--	MBH	MH	MO	Forced to Help	Inflicted
1B	MNBH	MNH	<--	MBH	MH	GR		
2A	MNBH	MNH	-->	MBH	MH	GO		
2B	MNBH	MNH	-->	MNBH		OO	Preventing from being Helped	Rejecting
3A		MNH	<--	MNBH	MNH	MO	Prevented from Helping	Deprived
3B	MBH	MH	<--	MNBH	MNH	GR		
4A	MBH	MH	-->	MNBH	MNH	GO		
4B	MBH	MH	-->	MBH		OO	Forcing to be Helped	Revealing
5A		MBH	<--	MH	MBH	MO	Forced to be Helped	Revealed
5B	MNH	MNBH	<--	MH	MBH	GR		
6A	MNH	MNBH	-->	MH	MBH	GO		
6B	MNH	MNBH	-->	MNH		OO	Preventing from Helping	Depriving
7A		MNBH	<--	MNH	MNBH	MO	Prevented from being Helped	Rejected
7B	MH	MBH	<--	MNH	MNBH	GR		
8A	MH	MBH	-->	MNH	MNBH	GO		
8B	MH	MBH	-->	MH		OO	Forcing to Help	Inflicting

Key

Leg 1	MBH	Must Be Helped
Leg 2	MNBH	Must Not Be Helped
Leg 3	MH	Must Help
Leg 4	MNH	Must Not Help
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Feel Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MF	<--	MBF	MF	MO	Forced to Feel	Inflicted
1B	MNBF	MNF	<--	MBF	MF	GR		
2A	MNBF	MNF	-->	MBF	MF	GO		
2B	MNBF	MNF	-->	MNBF		OO	Preventing from being Felt	Rejecting
3A		MNF	<--	MNBF	MNF	MO	Prevented from Feeling	Deprived
3B	MBF	MF	<--	MNBF	MNF	GR		
4A	MBF	MF	-->	MNBF	MNF	GO		
4B	MBF	MF	-->	MBF		OO	Forcing to be Felt	Revealing
5A		MBF	<--	MF	MBF	MO	Forced to be Felt	Revealed
5B	MNF	MNBF	<--	MF	MBF	GR		
6A	MNF	MNBF	-->	MF	MBF	GO		
6B	MNF	MNBF	-->	MNF		OO	Preventing from Feeling	Depriving
7A		MNBF	<--	MNF	MNBF	MO	Prevented from being Felt	Rejected
7B	MF	MBF	<--	MNF	MNBF	GR		
8A	MF	MBF	-->	MNF	MNBF	GO		
8B	MF	MBF	-->	MF		OO	Forcing to Feel	Inflicting

Key

Leg 1	MBF	Must Be Felt
Leg 2	MNBF	Must Not Be Felt
Leg 3	MF	Must Feel
Leg 4	MNF	Must Not Feel
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Control Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MC	<--	MBC	MC	MO	Forced to Control	Inflicted
1B	MNBC	MNC	<--	MBC	MC	GR		
2A	MNBC	MNC	-->	MBC	MC	GO		
2B	MNBC	MNC	-->	MNBC		OO	Preventing from being Controlled	Rejecting
3A		MNC	<--	MNBC	MNC	MO	Prevented from Controlling	Deprived
3B	MBC	MC	<--	MNBC	MNC	GR		
4A	MBC	MC	-->	MNBC	MNC	GO		
4B	MBC	MC	-->	MBC		OO	Forcing to be Controlled	Revealing
5A		MBC	<--	MC	MBC	MO	Forced to be Controlled	Revealed
5B	MNC	MNBC	<--	MC	MBC	GR		
6A	MNC	MNBC	-->	MC	MBC	GO		
6B	MNC	MNBC	-->	MNC		OO	Preventing from Controlling	Depriving
7A		MNBC	<--	MNC	MNBC	MO	Prevented from being Controlled	Rejected
7B	MC	MBC	<--	MNC	MNBC	GR		
8A	MC	MBC	-->	MNC	MNBC	GO		
8B	MC	MBC	-->	MC		OO	Forcing to Control	Inflicting

Key

Leg 1	MBC	Must Be Controlled
Leg 2	MNBC	Must Not Be Controlled
Leg 3	MC	Must Control
Leg 4	MNC	Must Not Control
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Own Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MO	<--	MBO	MO	MO	Forced to Own	Inflicted
1B	MNBO	MNO	<--	MBO	MO	GR		
2A	MNBO	MNO	-->	MBO	MO	GO		
2B	MNBO	MNO	-->	MNBO		OO	Preventing from being Owned	Rejecting
3A		MNO	<--	MNBO	MNO	MO	Prevented from Owning	Deprived
3B	MBO	MO	<--	MNBO	MNO	GR		
4A	MBO	MO	-->	MNBO	MNO	GO		
4B	MBO	MO	-->	MBO		OO	Forcing to be Owned	Revealing
5A		MBO	<--	MO	MBO	MO	Forced to be Owned	Revealed
5B	MNO	MNBO	<--	MO	MBO	GR		
6A	MNO	MNBO	-->	MO	MBO	GO		
6B	MNO	MNBO	-->	MNO		OO	Preventing from Owning	Depriving
7A		MNBO	<--	MNO	MNBO	MO	Prevented from being Owned	Rejected
7B	MO	MBO	<--	MNO	MNBO	GR		
8A	MO	MBO	-->	MNO	MNBO	GO		
8B	MO	MBO	-->	MO		OO	Forcing to Own	Inflicting

Key

Leg 1	MBO	Must Be Owned
Leg 2	MNBO	Must Not Be Owned
Leg 3	MO	Must Own
Leg 4	MNO	Must Not Own
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Have Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MH	<--	MBH	MH	MO	Forced to Have	Inflicted
1B	MNBH	MNH	<--	MBH	MH	GR		
2A	MNBH	MNH	-->	MBH	MH	GO		
2B	MNBH	MNH	-->	MNBH		OO	Preventing from being Had	Rejecting
3A		MNH	<--	MNBH	MNH	MO	Prevented from Having	Deprived
3B	MBH	MH	<--	MNBH	MNH	GR		
4A	MBH	MH	-->	MNBH	MNH	GO		
4B	MBH	MH	-->	MBH		OO	Forcing to be Had	Revealing
5A		MBH	<--	MH	MBH	MO	Forced to be Had	Revealed
5B	MNH	MNBH	<--	MH	MBH	GR		
6A	MNH	MNBH	-->	MH	MBH	GO		
6B	MNH	MNBH	-->	MNH		OO	Preventing from Having	Depriving
7A		MNBH	<--	MNH	MNBH	MO	Prevented from being Had	Rejected
7B	MH	MBH	<--	MNH	MNBH	GR		
8A	MH	MBH	-->	MNH	MNBH	GO		
8B	MH	MBH	-->	MH		OO	Forcing to Have	Inflicting

Key

Leg 1	MBH	Must Be Had
Leg 2	MNBH	Must Not Be Had
Leg 3	MH	Must Have
Leg 4	MNH	Must Not Have
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Eat Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		ME	<--	MBE	ME	MO	Forced to Eat	Inflicted
1B	MNBE	MNE	<--	MBE	ME	GR		
2A	MNBE	MNE	-->	MBE	ME	GO		
2B	MNBE	MNE	-->	MNBE		OO	Preventing from being Eaten	Rejecting
3A		MNE	<--	MNBE	MNE	MO	Prevented from Eating	Deprived
3B	MBE	ME	<--	MNBE	MNE	GR		
4A	MBE	ME	-->	MNBE	MNE	GO		
4B	MBE	ME	-->	MBE		OO	Forcing to be Eaten	Revealing
5A		MBE	<--	ME	MBE	MO	Forced to be Eaten	Revealed
5B	MNE	MNBE	<--	ME	MBE	GR		
6A	MNE	MNBE	-->	ME	MBE	GO		
6B	MNE	MNBE	-->	MNE		OO	Preventing from Eating	Depriving
7A		MNBE	<--	MNE	MNBE	MO	Prevented from being Eaten	Rejected
7B	ME	MBE	<--	MNE	MNBE	GR		
8A	ME	MBE	-->	MNE	MNBE	GO		
8B	ME	MBE	-->	ME		OO	Forcing to Eat	Inflicting

Key

Leg 1	MBE	Must Be Eaten
Leg 2	MNBE	Must Not Be Eaten
Leg 3	ME	Must Eat
Leg 4	MNE	Must Not Eat
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Sex Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MS	<--	MBS	MS	MO	Forced to Sex	Inflicted
1B	MNBS	MNS	<--	MBS	MS	GR		
2A	MNBS	MNS	-->	MBS	MS	GO		
2B	MNBS	MNS	-->	MNBS		OO	Preventing from being Sexed	Rejecting
3A		MNS	<--	MNBS	MNS	MO	Prevented from Sexing	Deprived
3B	MBS	MS	<--	MNBS	MNS	GR		
4A	MBS	MS	-->	MNBS	MNS	GO		
4B	MBS	MS	-->	MBS		OO	Forcing to be Sexed	Revealing
5A		MBS	<--	MS	MBS	MO	Forced to be Sexed	Revealed
5B	MNS	MNBS	<--	MS	MBS	GR		
6A	MNS	MNBS	-->	MS	MBS	GO		
6B	MNS	MNBS	-->	MNS		OO	Preventing from Sexing	Depriving
7A		MNBS	<--	MNS	MNBS	MO	Prevented from being Sexed	Rejected
7B	MS	MBS	<--	MNS	MNBS	GR		
8A	MS	MBS	-->	MNS	MNBS	GO		
8B	MS	MBS	-->	MS		OO	Forcing to Sex	Inflicting

Key

Leg 1	MBS	Must Be Sexed
Leg 2	MNBS	Must Not Be Sexed
Leg 3	MS	Must Sex
Leg 4	MNS	Must Not Sex
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Reason Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MR	<--	MBR	MR	MO	Forced to Reason	Inflicted
1B	MNBR	MNR	<--	MBR	MR	GR		
2A	MNBR	MNR	-->	MBR	MR	GO		
2B	MNBR	MNR	-->	MNBR		OO	Preventing from being Reasoned	Rejecting
3A		MNR	<--	MNBR	MNR	MO	Prevented from Reasoning	Deprived
3B	MBR	MR	<--	MNBR	MNR	GR		
4A	MBR	MR	-->	MNBR	MNR	GO		
4B	MBR	MR	-->	MBR		OO	Forcing to be Reasoned	Revealing
5A		MBR	<--	MR	MBR	MO	Forced to be Reasoned	Revealed
5B	MNR	MNBR	<--	MR	MBR	GR		
6A	MNR	MNBR	-->	MR	MBR	GO		
6B	MNR	MNBR	-->	MNR		OO	Preventing from Reasoning	Depriving
7A		MNBR	<--	MNR	MNBR	MO	Prevented from being Reasoned	Rejected
7B	MR	MBR	<--	MNR	MNBR	GR		
8A	MR	MBR	-->	MNR	MNBR	GO		
8B	MR	MBR	-->	MR		OO	Forcing to Reason	Inflicting

Key

Leg 1	MBR	Must Be Reasoned
Leg 2	MNBR	Must Not Be Reasoned
Leg 3	MR	Must Reason
Leg 4	MNR	Must Not Reason
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To See Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MS	<--	MBS	MS	MO	Forced to See	Inflicted
1B	MNBS	MNS	<--	MBS	MS	GR		
2A	MNBS	MNS	-->	MBS	MS	GO		
2B	MNBS	MNS	-->	MNBS		OO	Preventing from being Seen	Rejecting
3A		MNS	<--	MNBS	MNS	MO	Prevented from Seeing	Deprived
3B	MBS	MS	<--	MNBS	MNS	GR		
4A	MBS	MS	-->	MNBS	MNS	GO		
4B	MBS	MS	-->	MBS		OO	Forcing to be Seen	Revealing
5A		MBS	<--	MS	MBS	MO	Forced to be Seen	Revealed
5B	MNS	MNBS	<--	MS	MBS	GR		
6A	MNS	MNBS	-->	MS	MBS	GO		
6B	MNS	MNBS	-->	MNS		OO	Preventing from Seeing	Depriving
7A		MNBS	<--	MNS	MNBS	MO	Prevented from being Seen	Rejected
7B	MS	MBS	<--	MNS	MNBS	GR		
8A	MS	MBS	-->	MNS	MNBS	GO		
8B	MS	MBS	-->	MS		OO	Forcing to See	Inflicting

Key

Leg 1	MBS	Must Be Seen
Leg 2	MNBS	Must Not Be Seen
Leg 3	MS	Must See
Leg 4	MNS	Must Not See
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Hear Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MH	<--	MBH	MH	MO	Forced to Hear	Inflicted
1B	MNBH	MNH	<--	MBH	MH	GR		
2A	MNBH	MNH	-->	MBH	MH	GO		
2B	MNBH	MNH	-->	MNBH		OO	Preventing from being Heard	Rejecting
3A		MNH	<--	MNBH	MNH	MO	Prevented from Hearing	Deprived
3B	MBH	MH	<--	MNBH	MNH	GR		
4A	MBH	MH	-->	MNBH	MNH	GO		
4B	MBH	MH	-->	MBH		OO	Forcing to be Heard	Revealing
5A		MBH	<--	MH	MBH	MO	Forced to be Heard	Revealed
5B	MNH	MNBH	<--	MH	MBH	GR		
6A	MNH	MNBH	-->	MH	MBH	GO		
6B	MNH	MNBH	-->	MNH		OO	Preventing from Hearing	Depriving
7A		MNBH	<--	MNH	MNBH	MO	Prevented from being Heard	Rejected
7B	MH	MBH	<--	MNH	MNBH	GR		
8A	MH	MBH	-->	MNH	MNBH	GO		
8B	MH	MBH	-->	MH		OO	Forcing to Hear	Inflicting

Key

Leg 1	MBH	Must Be Heard
Leg 2	MNBH	Must Not Be Heard
Leg 3	MH	Must Hear
Leg 4	MNH	Must Not Hear
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Touch Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MT	<--	MBT	MT	MO	Forced to Touch	Inflicted
1B	MNBT	MNT	<--	MBT	MT	GR		
2A	MNBT	MNT	-->	MBT	MT	GO		
2B	MNBT	MNT	-->	MNBT		OO	Preventing from being Touched	Rejecting
3A		MNT	<--	MNBT	MNT	MO	Prevented from Touching	Deprived
3B	MBT	MT	<--	MNBT	MNT	GR		
4A	MBT	MT	-->	MNBT	MNT	GO		
4B	MBT	MT	-->	MBT		OO	Forcing to be Touched	Revealing
5A		MBT	<--	MT	MBT	MO	Forced to be Touched	Revealed
5B	MNT	MNBT	<--	MT	MBT	GR		
6A	MNT	MNBT	-->	MT	MBT	GO		
6B	MNT	MNBT	-->	MNT		OO	Preventing from Touching	Depriving
7A		MNBT	<--	MNT	MNBT	MO	Prevented from being Touched	Rejected
7B	MT	MBT	<--	MNT	MNBT	GR		
8A	MT	MBT	-->	MNT	MNBT	GO		
8B	MT	MBT	-->	MT		OO	Forcing to Touch	Inflicting

Key

Leg 1	MBT	Must Be Touched
Leg 2	MNBT	Must Not Be Touched
Leg 3	MT	Must Touch
Leg 4	MNT	Must Not Touch
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Smell Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MS	<--	MBS	MS	MO	Forced to Smell	Inflicted
1B	MNBS	MNS	<--	MBS	MS	GR		
2A	MNBS	MNS	-->	MBS	MS	GO		
2B	MNBS	MNS	-->	MNBS		OO	Preventing from being Smelt	Rejecting
3A		MNS	<--	MNBS	MNS	MO	Prevented from Smelling	Deprived
3B	MBS	MS	<--	MNBS	MNS	GR		
4A	MBS	MS	-->	MNBS	MNS	GO		
4B	MBS	MS	-->	MBS		OO	Forcing to be Smelt	Revealing
5A		MBS	<--	MS	MBS	MO	Forced to be Smelt	Revealed
5B	MNS	MNBS	<--	MS	MBS	GR		
6A	MNS	MNBS	-->	MS	MBS	GO		
6B	MNS	MNBS	-->	MNS		OO	Preventing from Smelling	Depriving
7A		MNBS	<--	MNS	MNBS	MO	Prevented from being Smelt	Rejected
7B	MS	MBS	<--	MNS	MNBS	GR		
8A	MS	MBS	-->	MNS	MNBS	GO		
8B	MS	MBS	-->	MS		OO	Forcing to Smell	Inflicting

Key

Leg 1	MBS	Must Be Smelt
Leg 2	MNBS	Must Not Be Smelt
Leg 3	MS	Must Smell
Leg 4	MNS	Must Not Smell
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Taste Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MT	<--	MBT	MT	MO	Forced to Taste	Inflicted
1B	MNBT	MNT	<--	MBT	MT	GR		
2A	MNBT	MNT	-->	MBT	MT	GO		
2B	MNBT	MNT	-->	MNBT		OO	Preventing from being Tasted	Rejecting
3A		MNT	<--	MNBT	MNT	MO	Prevented from Tasting	Deprived
3B	MBT	MT	<--	MNBT	MNT	GR		
4A	MBT	MT	-->	MNBT	MNT	GO		
4B	MBT	MT	-->	MBT		OO	Forcing to be Tasted	Revealing
5A		MBT	<--	MT	MBT	MO	Forced to be Tasted	Revealed
5B	MNT	MNBT	<--	MT	MBT	GR		
6A	MNT	MNBT	-->	MT	MBT	GO		
6B	MNT	MNBT	-->	MNT		OO	Preventing from Tasting	Depriving
7A		MNBT	<--	MNT	MNBT	MO	Prevented from being Tasted	Rejected
7B	MT	MBT	<--	MNT	MNBT	GR		
8A	MT	MBT	-->	MNT	MNBT	GO		
8B	MT	MBT	-->	MT		OO	Forcing to Taste	Inflicting

Key

Leg 1	MBT	Must Be Tasted
Leg 2	MNBT	Must Not Be Tasted
Leg 3	MT	Must Taste
Leg 4	MNT	Must Not Taste
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Interest Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MI	<--	MBI	MI	MO	Forced to Interest	Inflicted
1B	MNBI	MNI	<--	MBI	MI	GR		
2A	MNBI	MNI	-->	MBI	MI	GO		
2B	MNBI	MNI	-->	MNBI		OO	Preventing from being Interested	Rejecting
3A		MNI	<--	MNBI	MNI	MO	Prevented from Interesting	Deprived
3B	MBI	MI	<--	MNBI	MNI	GR		
4A	MBI	MI	-->	MNBI	MNI	GO		
4B	MBI	MI	-->	MBI		OO	Forcing to be Interested	Revealing
5A		MBI	<--	MI	MBI	MO	Forced to be Interested	Revealed
5B	MNI	MNBI	<--	MI	MBI	GR		
6A	MNI	MNBI	-->	MI	MBI	GO		
6B	MNI	MNBI	-->	MNI		OO	Preventing from Interesting	Depriving
7A		MNBI	<--	MNI	MNBI	MO	Prevented from being Interested	Rejected
7B	MI	MBI	<--	MNI	MNBI	GR		
8A	MI	MBI	-->	MNI	MNBI	GO		
8B	MI	MBI	-->	MI		OO	Forcing to Interest	Inflicting

Key

Leg 1	MBI	Must Be Interested
Leg 2	MNBI	Must Not Be Interested
Leg 3	MI	Must Interest
Leg 4	MNI	Must Not Interest
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Free Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MF	<--	MBF	MF	MO	Forced to Free	Inflicted
1B	MNBF	MNF	<--	MBF	MF	GR		
2A	MNBF	MNF	-->	MBF	MF	GO		
2B	MNBF	MNF	-->	MNBF		OO	Preventing from being Free	Rejecting
3A		MNF	<--	MNBF	MNF	MO	Prevented from Freeing	Deprived
3B	MBF	MF	<--	MNBF	MNF	GR		
4A	MBF	MF	-->	MNBF	MNF	GO		
4B	MBF	MF	-->	MBF		OO	Forcing to be Free	Revealing
5A		MBF	<--	MF	MBF	MO	Forced to be Free	Revealed
5B	MNF	MNBF	<--	MF	MBF	GR		
6A	MNF	MNBF	-->	MF	MBF	GO		
6B	MNF	MNBF	-->	MNF		OO	Preventing from Freeing	Depriving
7A		MNBF	<--	MNF	MNBF	MO	Prevented from being Free	Rejected
7B	MF	MBF	<--	MNF	MNBF	GR		
8A	MF	MBF	-->	MNF	MNBF	GO		
8B	MF	MBF	-->	MF		OO	Forcing to Free	Inflicting

Key

Leg 1	MBF	Must Be Free
Leg 2	MNBF	Must Not Be Free
Leg 3	MF	Must Free
Leg 4	MNF	Must Not Free
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Grow Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MG	<--	MBG	MG	MO	Forced to Grow	Inflicted
1B	MNBG	MNG	<--	MBG	MG	GR		
2A	MNBG	MNG	-->	MBG	MG	GO		
2B	MNBG	MNG	-->	MNBG		OO	Preventing from being Grown	Rejecting
3A		MNG	<--	MNBG	MNG	MO	Prevented from Growing	Deprived
3B	MBG	MG	<--	MNBG	MNG	GR		
4A	MBG	MG	-->	MNBG	MNG	GO		
4B	MBG	MG	-->	MBG		OO	Forcing to be Grown	Revealing
5A		MBG	<--	MG	MBG	MO	Forced to be Grown	Revealed
5B	MNG	MNBG	<--	MG	MBG	GR		
6A	MNG	MNBG	-->	MG	MBG	GO		
6B	MNG	MNBG	-->	MNG		OO	Preventing from Growing	Depriving
7A		MNBG	<--	MNG	MNBG	MO	Prevented from being Grown	Rejected
7B	MG	MBG	<--	MNG	MNBG	GR		
8A	MG	MBG	-->	MNG	MNBG	GO		
8B	MG	MBG	-->	MG		OO	Forcing to Grow	Inflicting

Key

Leg 1	MBG	Must Be Grown
Leg 2	MNBG	Must Not Be Grown
Leg 3	MG	Must Grow
Leg 4	MNG	Must Not Grow
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Make Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MM	<--	MBM	MM	MO	Forced to Make	Inflicted
1B	MNBM	MNM	<--	MBM	MM	GR		
2A	MNBM	MNM	-->	MBM	MM	GO		
2B	MNBM	MNM	-->	MNBM		OO	Preventing from being Made	Rejecting
3A		MNM	<--	MNBM	MNM	MO	Prevented from Making	Deprived
3B	MBM	MM	<--	MNBM	MNM	GR		
4A	MBM	MM	-->	MNBM	MNM	GO		
4B	MBM	MM	-->	MBM		OO	Forcing to be Made	Revealing
5A		MBM	<--	MM	MBM	MO	Forced to be Made	Revealed
5B	MNM	MNBM	<--	MM	MBM	GR		
6A	MNM	MNBM	-->	MM	MBM	GO		
6B	MNM	MNBM	-->	MNM		OO	Preventing from Making	Depriving
7A		MNBM	<--	MNM	MNBM	MO	Prevented from being Made	Rejected
7B	MM	MBM	<--	MNM	MNBM	GR		
8A	MM	MBM	-->	MNM	MNBM	GO		
8B	MM	MBM	-->	MM		OO	Forcing to Make	Inflicting

Key

Leg 1	MBM	Must Be Made
Leg 2	MNBM	Must Not Be Made
Leg 3	MM	Must Make
Leg 4	MNM	Must Not Make
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Cause Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MC	<--	MBC	MC	MO	Forced to Cause	Inflicted
1B	MNBC	MNC	<--	MBC	MC	GR		
2A	MNBC	MNC	-->	MBC	MC	GO		
2B	MNBC	MNC	-->	MNBC		OO	Preventing from being Caused	Rejecting
3A		MNC	<--	MNBC	MNC	MO	Prevented from Causing	Deprived
3B	MBC	MC	<--	MNBC	MNC	GR		
4A	MBC	MC	-->	MNBC	MNC	GO		
4B	MBC	MC	-->	MBC		OO	Forcing to be Caused	Revealing
5A		MBC	<--	MC	MBC	MO	Forced to be Caused	Revealed
5B	MNC	MNBC	<--	MC	MBC	GR		
6A	MNC	MNBC	-->	MC	MBC	GO		
6B	MNC	MNBC	-->	MNC		OO	Preventing from Causing	Depriving
7A		MNBC	<--	MNC	MNBC	MO	Prevented from being Caused	Rejected
7B	MC	MBC	<--	MNC	MNBC	GR		
8A	MC	MBC	-->	MNC	MNBC	GO		
8B	MC	MBC	-->	MC		OO	Forcing to Cause	Inflicting

Key

Leg 1	MBC	Must Be Caused
Leg 2	MNBC	Must Not Be Caused
Leg 3	MC	Must Cause
Leg 4	MNC	Must Not Cause
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Display Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MD	<--	MBD	MD	MO	Forced to Display	Inflicted
1B	MNBD	MND	<--	MBD	MD	GR		
2A	MNBD	MND	-->	MBD	MD	GO		
2B	MNBD	MND	-->	MNBD		OO	Preventing from being Displayed	Rejecting
3A		MND	<--	MNBD	MND	MO	Prevented from Displaying	Deprived
3B	MBD	MD	<--	MNBD	MND	GR		
4A	MBD	MD	-->	MNBD	MND	GO		
4B	MBD	MD	-->	MBD		OO	Forcing to be Displayed	Revealing
5A		MBD	<--	MD	MBD	MO	Forced to be Displayed	Revealed
5B	MND	MNBD	<--	MD	MBD	GR		
6A	MND	MNBD	-->	MD	MBD	GO		
6B	MND	MNBD	-->	MND		OO	Preventing from Displaying	Depriving
7A		MNBD	<--	MND	MNBD	MO	Prevented from being Displayed	Rejected
7B	MD	MBD	<--	MND	MNBD	GR		
8A	MD	MBD	-->	MND	MNBD	GO		
8B	MD	MBD	-->	MD		OO	Forcing to Display	Inflicting

Key

Leg 1	MBD	Must Be Displayed
Leg 2	MNBD	Must Not Be Displayed
Leg 3	MD	Must Display
Leg 4	MND	Must Not Display
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Handle Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MH	<--	MBH	MH	MO	Forced to Handle	Inflicted
1B	MNBH	MNH	<--	MBH	MH	GR		
2A	MNBH	MNH	-->	MBH	MH	GO		
2B	MNBH	MNH	-->	MNBH		OO	Preventing from being Handled	Rejecting
3A		MNH	<--	MNBH	MNH	MO	Prevented from Handling	Deprived
3B	MBH	MH	<--	MNBH	MNH	GR		
4A	MBH	MH	-->	MNBH	MNH	GO		
4B	MBH	MH	-->	MBH		OO	Forcing to be Handled	Revealing
5A		MBH	<--	MH	MBH	MO	Forced to be Handled	Revealed
5B	MNH	MNBH	<--	MH	MBH	GR		
6A	MNH	MNBH	-->	MH	MBH	GO		
6B	MNH	MNBH	-->	MNH		OO	Preventing from Handling	Depriving
7A		MNBH	<--	MNH	MNBH	MO	Prevented from being Handled	Rejected
7B	MH	MBH	<--	MNH	MNBH	GR		
8A	MH	MBH	-->	MNH	MNBH	GO		
8B	MH	MBH	-->	MH		OO	Forcing to Handle	Inflicting

Key

Leg 1	MBH	Must Be Handled
Leg 2	MNBH	Must Not Be Handled
Leg 3	MH	Must Handle
Leg 4	MNH	Must Not Handle
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Surprise Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MS	<--	MBS	MS	MO	Forced to Surprise	Inflicted
1B	MNBS	MNS	<--	MBS	MS	GR		
2A	MNBS	MNS	-->	MBS	MS	GO		
2B	MNBS	MNS	-->	MNBS		OO	Preventing from being Surprised	Rejecting
3A		MNS	<--	MNBS	MNS	MO	Prevented from Surprising	Deprived
3B	MBS	MS	<--	MNBS	MNS	GR		
4A	MBS	MS	-->	MNBS	MNS	GO		
4B	MBS	MS	-->	MBS		OO	Forcing to be Surprised	Revealing
5A		MBS	<--	MS	MBS	MO	Forced to be Surprised	Revealed
5B	MNS	MNBS	<--	MS	MBS	GR		
6A	MNS	MNBS	-->	MS	MBS	GO		
6B	MNS	MNBS	-->	MNS		OO	Preventing from Surprising	Depriving
7A		MNBS	<--	MNS	MNBS	MO	Prevented from being Surprised	Rejected
7B	MS	MBS	<--	MNS	MNBS	GR		
8A	MS	MBS	-->	MNS	MNBS	GO		
8B	MS	MBS	-->	MS		OO	Forcing to Surprise	Inflicting

Key

Leg 1	MBS	Must Be Surprised
Leg 2	MNBS	Must Not Be Surprised
Leg 3	MS	Must Surprise
Leg 4	MNS	Must Not Surprise
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Survive Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MS	<--	MBS	MS	MO	Forced to Survive	Inflicted
1B	MNBS	MNS	<--	MBS	MS	GR		
2A	MNBS	MNS	-->	MBS	MS	GO		
2B	MNBS	MNS	-->	MNBS		OO	Preventing from being Survived	Rejecting
3A		MNS	<--	MNBS	MNS	MO	Prevented from Surviving	Deprived
3B	MBS	MS	<--	MNBS	MNS	GR		
4A	MBS	MS	-->	MNBS	MNS	GO		
4B	MBS	MS	-->	MBS		OO	Forcing to be Survived	Revealing
5A		MBS	<--	MS	MBS	MO	Forced to be Survived	Revealed
5B	MNS	MNBS	<--	MS	MBS	GR		
6A	MNS	MNBS	-->	MS	MBS	GO		
6B	MNS	MNBS	-->	MNS		OO	Preventing from Surviving	Depriving
7A		MNBS	<--	MNS	MNBS	MO	Prevented from being Survived	Rejected
7B	MS	MBS	<--	MNS	MNBS	GR		
8A	MS	MBS	-->	MNS	MNBS	GO		
8B	MS	MBS	-->	MS		OO	Forcing to Survive	Inflicting

Key

Leg 1	MBS	Must Be Survived
Leg 2	MNBS	Must Not Be Survived
Leg 3	MS	Must Survive
Leg 4	MNS	Must Not Survive
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

Postulate Failure Cycle Chart for 5C Goals Packages

To Know Cats Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MKC	<--	CMBK	MKC	MO	Forced to Know Cats	Inflicted
1B	CMNBK	MNKC	<--	CMBK	MKC	GR		
2A	CMNBK	MNKC	-->	CMBK	MKC	GO		
2B	CMNBK	MNKC	-->	CMNBK		OO	Preventing Cats from being Known	Rejecting
3A		MNKC	<--	CMNBK	MNKC	MO	Prevented from Knowing Cats	Deprived
3B	CMBK	MKC	<--	CMNBK	MNKC	GR		
4A	CMBK	MKC	-->	CMNBK	MNKC	GO		
4B	CMBK	MKC	-->	CMBK		OO	Forcing Cats to be Known	Revealing
5A		CMBK	<--	MKC	CMBK	MO	Cats Forced to be Known	Revealed
5B	MNKC	CMNBK	<--	MKC	CMBK	GR		
6A	MNKC	CMNBK	-->	MKC	CMBK	GO		
6B	MNKC	CMNBK	-->	MNKC		OO	Preventing from Knowing Cats	Depriving
7A		CMNBK	<--	MNKC	CMNBK	MO	Cats Prevented from being Known	Rejected
7B	MKC	CMBK	<--	MNKC	CMNBK	GR		
8A	MKC	CMBK	-->	MNKC	CMNBK	GO		
8B	MKC	CMBK	-->	MKC		OO	Forcing to Know Cats	Inflicting

Key

Leg 1	CMBK	Cats Must Be Known
Leg 2	CMNBK	Cats Must Not Be Known
Leg 3	MKC	Must Know Cats
Leg 4	MNKC	Must Not Know Cats
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Know 'a Dress' Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MKD	<--	DMBK	MKD	MO	Forced to Know a Dress	Inflicted
1B	DMNBK	MNKD	<--	DMBK	MKD	GR		
2A	DMNBK	MNKD	-->	DMBK	MKD	GO		
2B	DMNBK	MNKD	-->	DMNBK		OO	Preventing a Dress from being Known	Rejecting
3A		MNKD	<--	DMNBK	MNKD	MO	Prevented from Knowing a Dress	Deprived
3B	DMBK	MKD	<--	DMNBK	MNKD	GR		
4A	DMBK	MKD	-->	DMNBK	MNKD	GO		
4B	DMBK	MKD	-->	DMBK		OO	Forcing a Dress to be Known	Revealing
5A		DMBK	<--	MKD	DMBK	MO	A Dress Forced to be Known	Revealed
5B	MNKD	DMNBK	<--	MKD	DMBK	GR		
6A	MNKD	DMNBK	-->	MKD	DMBK	GO		
6B	MNKD	DMNBK	-->	MNKD		OO	Preventing from Knowing a Dress	Depriving
7A		DMNBK	<--	MNKD	DMNBK	MO	A Dress Prevented from being Known	Rejected
7B	MKD	DMBK	<--	MNKD	DMNBK	GR		
8A	MKD	DMBK	-->	MNKD	DMNBK	GO		
8B	MKD	DMBK	-->	MKD		OO	Forcing to Know a Dress	Inflicting

Key

Leg 1	DMBK	A Dress Must Be Known
Leg 2	DMNBK	A Dress Must Not Be Known
Leg 3	MKD	Must Know a Dress
Leg 4	MNKD	Must Not Know a Dress
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

To Know ‘If A then B’ Goals Package

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MK	<--	MBK	MK	MO	Forced to Know 'If A then B'	Inflicted
1B	MNBK	MNK	<--	MBK	MK	GR		
2A	MNBK	MNK	-->	MBK	MK	GO		
2B	MNBK	MNK	-->	MNBK		OO	Preventing 'If A then B' from being Known	Rejecting
3A		MNK	<--	MNBK	MNK	MO	Prevented from Knowing 'If A then B'	Deprived
3B	MBK	MK	<--	MNBK	MNK	GR		
4A	MBK	MK	-->	MNBK	MNK	GO		
4B	MBK	MK	-->	MBK		OO	Forcing 'If A then B' to be Known	Revealing
5A		MBK	<--	MK	MBK	MO	'If A then B' Forced to be Known	Revealed
5B	MNK	MNBK	<--	MK	MBK	GR		
6A	MNK	MNBK	-->	MK	MBK	GO		
6B	MNK	MNBK	-->	MNK		OO	Preventing from Knowing 'If A then B'	Depriving
7A		MNBK	<--	MNK	MNBK	MO	'If A then B' Prevented from being Known	Rejected
7B	MK	MBK	<--	MNK	MNBK	GR		
8A	MK	MBK	-->	MNK	MNBK	GO		
8B	MK	MBK	-->	MK		OO	Forcing to Know 'If A then B'	Inflicting

Key

Leg 1	MBK	‘If A then B’ Must Be Known
Leg 2	MNBK	'If A then B' Must Not Be Known
Leg 3	MK	Must Know 'If A then B'
Leg 4	MNK	Must Not Know 'If A then B'
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

?? To Know Null Goals Package ??

Level	SELF		FLOW	NOT-SELF		Class Type	Overwhelm Class	Overwhelm Type
	PD	SD		SD	PD			
1A		MKN	<--	NMBK	MKN	MO	Forced to Know Null	Inflicted
1B	NMNBK	MNKN	<--	NMBK	MKN	GR		
2A	NMNBK	MNKN	-->	NMBK	MKN	GO		
2B	NMNBK	MNKN	-->	NMNBK		OO	Preventing Null from being Known	Rejecting
3A		MNKN	<--	NMNBK	MNKN	MO	Prevented from Knowing Null	Deprived
3B	NMBK	MKN	<--	NMNBK	MNKN	GR		
4A	NMBK	MKN	-->	NMNBK	MNKN	GO		
4B	NMBK	MKN	-->	NMBK		OO	Forcing Null to be Known	Revealing
5A		NMBK	<--	MKN	NMBK	MO	Null Forced to be Known	Revealed
5B	MNKN	NMNBK	<--	MKN	NMBK	GR		
6A	MNKN	NMNBK	-->	MKN	NMBK	GO		
6B	MNKN	NMNBK	-->	MNKN		OO	Preventing from Knowing Null	Depriving
7A		NMNBK	<--	MNKN	NMNBK	MO	Null Prevented from being Known	Rejected
7B	MKN	NMBK	<--	MNKN	NMNBK	GR		
8A	MKN	NMBK	-->	MNKN	NMNBK	GO		
8B	MKN	NMBK	-->	MKN		OO	Forcing to Know Null	Inflicting

Key

Leg 1	NMBK	Null Must Be Known
Leg 2	NMNBK	Null Must Not Be Known
Leg 3	MKN	Must Know Null
Leg 4	MNKN	Must Not Know Null
	MO	Motivator, Overwhelmed
	OO	Overt, Overwhelm

finis